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DACCA UNIVERSITY BULLETIN

No. 14.

WORD FREQUENCY IN BENGALI

AND

Its relation to the Teaching of Reading.

BY

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WORD FREQUENCY IN BENGALI

AND

ITS RELATION TO THE TEACHING OF READING

CHAPTER I

1. Aim and Utility of Studies of Word-frequency.

The study of word-frequency aims at discovering which words in the language are of relatively greater importance. A word-frequency list has two values, viz. (i) it enables the teacher (or writer of a text-book) in reading, writing or spelling, to lay relatively greater stress on those words of greater importance ; (ii) it enables the teacher to introduce the words into the reading vocabulary in the order of their relative frequency : thus at each point the vocabulary is of maximum utility for its size.

In discussing some questions relating to these ends, Thorndike (1) observes, "It appears that one notable cause of our inability to answer them correctly is our lack of knowledge of the frequency of occurrence of words in the talk which our pupil and graduate will or should hear, and the books, articles, letters, and the like, which he will

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(1) THORNDIKE, E. L.—Word Knowledge in the Elementary School, Teachers' College Record, September, 1921, p. 334.

or should read. Just as word-counts of such material as the pupil may need to write are instructive in the pedagogy of spelling, so word-counts of such material as the pupil may need to understand will be instructive in the pedagogy of reading, and indeed of all the school subjects which are presented with the aid of language."

2. The Need of a Scientific method.

Recently, in the course of a discussion, an eminent Indian scholar observed to the writer that he could ascertain 500 useful words in Pali on surmise or intelligent guess. An analysis of the results of the following enquiry however persuades one to believe that in a matter like this, it is hardly safe to depend upon personal judgment.

A group of fifteen words selected at random, from the writer's word list was sent to ten teachers, with a request to record their opinion as to the relative commonness (in the language) of the words. The expression in parenthesis was particularly emphasized to make it perfectly clear that the 'commonness' meant 'commonness in the language as a whole.' The results of the enquiry are tabulated below :—

3 teachers place আপনারা as the commonest
2   "   "   না   "
2   ,"   "   এবং   "
1 teacher places করা   "
1   "   "   কে   "
1   "   .,   ক্ষুধা   "

Now let us see how these words stand in the list compiled by the writer :—

আপনারা occurred only 13 times in a count of 1 lac of words of connected Bengali.

না   ...   1498   ...   ...
এবং   ...   423   ...   ...
করা   ...   3867   ...   ...
কে   ...   72   ...   ...
ক্ষুধা   ...   15   ...   ...

Thus there is a wide discrepancy between the position actually allotted to each of these words in the list and the position attached to them by intelligent guess-work. Guess-work in rating the importance of a word is therefore not reliable. There is need of a scientific system of evaluating the importance of words in terms of their general use in the language.

The method of discovering which words in the language are of relatively greatest importance is to tabulate a number of running words from representative literature. It is found on actual counting that certain words occur a number of times in one particular branch of literature, while they are rare in other branches. Some again occur in most of the branches although not very frequently in any of them. Those words which occur repeatedly and in different branches of literature are considered to be comparatively more common and useful. Two factors are therefore considered, the Frequency, and the Range of occurrence.

Some investigators in this field of work, e. g, Dewey,* have determined the values of words by appraising them in terms of 'frequency' only, while others, e. g. Thorndike, have considered both 'frequency' and 'range of occurrence' of words. Let us examine the following four sets of words picked out from the writer's tabulated list, and we may get an idea of the insufficiency of the system followed by the former group of investigators.

I {
A. পশ্চিম (west)
B. পুলিশ (police)
}
II {
A. গুলি (plural ending)
B রাজা (king)
}
III {
A. সুন্দর (beautiful)
B. কুকুর (dog)
}
IV {
A. শিক্ষক (teacher)
B. কলা (banana)
}

The words of each pair have nearly the same 'frequency' of occurrence. If 'frequency' alone guides us, then the words in the same group will need to be classed in the same hundred, that is to say, they will be treated as equally common in the language. But the 'A' words in each group are obviously much the more useful than the 'B' words of the same group. In recognizing 'frequency' only, পুলিশ (police)

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* DEWEY, G.—Relative Frequency of English Speech Sounds, p. 17.

which is important in a particular section of the language will be awarded a place much higher in the list than পশ্চিম (west), a word of genuinely common occurrence. If on the other hand the words are evaluated on the merit of 'frequency' as well as 'range' of occurrence, it is highly probable that the list so formed will consist of only those words which are important in the entire language. Thus in order to find which words in the language are of relatively greater importance, it will be necessary to consider both 'frequency' and 'range of occurrence' of words. "Word frequency" as it is used in this book, relates to the whole process used to arrive at the commonest words, and includes range as well as frequency.

3.   Vocabulary Studies and Previous Investigations on them.

During the last 25 years a number of investigations have been carried out on "Word-frequency". The following investigations in the English language are noteworthy.

1. KNOWLES, REV. J.—The London point system of reading for the blind, London, 1904.

   Knowles tabulated 100,000 running words from the Bible and other various authors. The list gives in order of frequency, with frequency of each, the 353 commonest words (occurring 25 times or more). It is not known how many different words occurred in all, nor the number of words occurring at particular levels of frequencies.

2. ELDRIDGE, R. C.— Six Thousand Common English Words. Niagara Falls, New York. 1911.

   Eldridge tabulated 43,989 words from newspapers. This yielded 6,002 different words, of which the first 750 words constitute more than 75 p. c. of the material analyzed, and the different-word-density, that is, the percentage of each different word per 100 running words, is 13.6. Proper names and numerals were not counted.

3. AYRES, L. P.—The Spelling Vocabularies of Personal and Business Letters. The Russell Sage Foundation. New York City, 1913.

   This is a study of 26,629 words from 2,000 letters of adult correspondence— 'chiefly business letters.' The different words, 2,001, are reported with their frequencies. The density is 7.5. A more comprehensive list has been constructed (1915) by combining this with Knowles, Eldridge and Cook-O'Shea lists. The aggregate amount of written material analyzed in securing these

results was approximately 368,000 words, written by some 2,500 different persons.

4. JONES, W.—Concrete Investigation of the Material of English Spelling. University of South Dakota, 1913.

This list is based on a count of 15,000,000 words of 75,000 specially written themes from grades II to VIII. It presents only 4,532 different words, and 100 words called 'Spelling Demons' which are often misspelt. No adequate information as to the frequencies is available. Different-word-density is .03

5. COOK, W. A. & O'Shea M. V.—The Child and his Spelling. Indianapolis, 1914.

This tabulation covers 200,000 words contained in the family correspondence of 13 adults and records only 5,200 separate words. Several alphabetic lists, with frequencies, are given, showing 186 words used by all 13 correspondents, 577 words used by a majority of the correspondents, etc ; but no clear statement is made, or obtainable without complete retabulation, as to the most frequent words or their combined frequency. The variant forms of words like, *am are, ate* were not noted. The density is 2.6.   6.

6. STARCH, D.—The Starch List. Reported in a thesis filed in the University of Wisconsin, 1916.

This is a list of 2,626 words, prepared from a computation of 40,000 running words "from current high grade magazines". The different words reported are 5,903. The density is 14.7. The first 2,626 words are presented in grade orders.

7. ANDERSON, W. N.—Determination of a Spelling Vocabulary Based upon Written Correspondence. University of Iowa Studies in Education, Vol II, No. 1. University of Iowa, 1921.

This is compiled from a study of 361,184 words in 3,723 letters of adult correspondence. It listed 3,087 different words with a frequency of 5 or more. The total number of different words is not known.

8. TIDYMAN, F. W.—Survey of the Writing Vocabularies of Public School Children in Connecticut. Teachers' Leaflet No. 15, 1921. Washington Bureau of Education.

Tidyman tabulated 38,500 running words from 50,000 spontaneous composition written by children in 25 schools. The total number of different words is not given.

9. THORNDIKE, E. L.—The Teacher's Word Book, Teachers College, Columbia University, 1921.

Thorndike's is an alphabetical list of 10,000 words occurring, in a count of about 4,565,000 words from Children's classics, The Bible, Elementary School Texts, Technical literature, Newspapers, and Correspondence. As many as 41 different sources were used. A measure of the range and frequency of each

word's occurrence is given by the credit-number following it. About 700 words consist of proper names and abbreviations.

10. DEWEY, G.—Relative Frequency of English Speech Sounds, 1923.
This is from a study of 20 different sources, each source contributing 5 p. c. to the total tabulation of 100,000 running words. Dewey presents two lists, one of Particular words, considering each variant form as a separate word, and the other of Root words, grouping together all ordinary variants of one root. 1,027 words form the first list and 1,131 the latter. The density is 10.1.

11. GRINSTEAD, W. J.—On the Sources of the English Vocabulary. Teachers' College Record. Sepetember, 1924.
A tabulation was made of 1,700,000 words from the Encyclopaedia Britannica, Newspapers, Journals and High School textbooks. The density is 3.3.

12. WARNING, W. C.—An Investigation of the Word Usage of Adults in Written Correspondence. University of Chicago, 1925.
Miss Warning counted 309,387 words. The source of the words and the mode of tabulation were almost the same in this and Anderson's investigation. "For each of the one hundred words and for each investigation Miss Warning computed the ratio between the frequency of the word and the total number of running words." *

13. McKEE, G. M.—Children's Themes as a Source of Spelling Vocabulary. The Elementary School Journal. November, 1924.
McKee carefully selected 387 themes embracing materials about "common human activities". Of these, 180 topics were sampled out. This is how the assortment stands—30 on communication, 28 on health, 21 on unspecialized practical labours, 16 on citizenship, 20 on social contracts and relationships, 16 on general mental efficiency, 41 on leisure occupations and 8 on religious activities. The subjects were all sixth-grade pupils. The running words totalled 18,958, and 2,329 different words were found. The words are arranged according to frequency. The density is 12-2.

14. DOLCH, E. W.—Grade Vocabularies. Journal of Educational Research. June, 1927.
16,206 children distributed equally in grades II to VIII were asked to write any words which came to their minds in a period particularly fixed for this. The regular inflectional forms of words were not separately entered. Proper names, abbreviations, contractions, and archaic or poetic verb forms were ignored. It turned out 12,622 different words in a total tabulation of 2,312,000 running words. 3,039 words occurred only once. 4,887 words are given in grade orders. The density is .5.

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* BREED, F. S.—What Words Should Children be Taught to Spell ?
The Elementary School Journal, Oct., Nov., Dec., 1925.

4. Disparity in the Various Types of Vocabulary Studies.

These investigations reveal a deal of divergence in respect of (i) aim, (ii) kind of material and (iii) amount of material. They also show enormous discrepancy in different-word-density.

The various investigations correspond with one another in the basic aim, viz., determination of the commonest words. They vary only so far as the immediate object is concerned. For example, some of the lists are to be used in teaching spelling, some for teaching reading and for similar other purposes. The extent of disagreement in the proximate purpose indicates the diversity of use of the commonest words in the various phases of language work.

The nature of the material used by Knowles, Eldridge, Starch, Thorndike, Dewey and Grinstead on the one hand, and by Jones, Tidyman, McKee and Dolch on the other, represents two distinct usages of the language, namely, (i) adult usage and (ii) childhood usage. The sources used in the analyses of Ayres, Cook, Anderson and Warning, although akin to adult usages are different in this, that here purely (iii) adult correspondence (as distinguished from written discourse) was employed. We have then three types of vocabulary studies under discussion. The reason of the disparity in the kind of material in them has to be sought in the different types of the investigations.

As to the amount of material to be tabulated, it appears that there is no agreement in any two studies. It cannot be said without experimental research what exactly would be the minimum count for ascertaining the first thousand words in a language.

Different-word-density is apt to vary with the nature of material employed. A child's vocabulary is not so varied as that of an adult. A child of six who had just been to a fair was asked by his brother to tell him what he had witnessed in the fair and this is how the child responded. He proceeded, "কত জিনিষ দেখিলাম । বাঁশী দেখিয়াছি । খেল্‌না দেখিয়াছি । ঘোড়া দেখিয়াছি । আর কত জিনিষ দেখিয়াছি । মামা আমাকে বেশী থাকিতে দিল না । আর থাকিলে, আর কত জিনিষ দেখিতাম ।"

The gentleman who took the boy to the fair was then persuaded to express the same thing in his way and this is his rendering of it,

"কত জিনিষ   বাঁশী, গেল্‌না, ঘোড়া আর কত কি। মামা আমাকে বেশীক্ষণ থাকিতে দিলেন না।   তা না হ'লে আমি আরও অনেক কিছু দেখিতাম।"

A very insignificant incident indeed, but nevertheless, it is to the point. The density, or, in other words, the number of new words per hundred running words, in the child's composition is 52; while in the adult's case it is 87. To make up for his limited vocabulary the child uses the same word over and again. The density therefore decreases. The case of the adult is otherwise. Thus there is bound to be a deviation in respect of different-word-density between an adult usage vocabulary and one based on childhood usage.

The nature of this divergence in written language as disclosed by the investigations reveals an interesting point.

TABLE 1.

DENSITY IN DIFFERENT TYPES OF VOCABULARY STUDIES

No.	Study.	Type.	Density.
A	Starch	Adult usage in written discourse	14.7
B	Eldridge	,,	13.6
C	Dewey	,,	10.1
D	Grinstead	,,	3.3
E	Ayres	Adult correspondence	7.5
F	Cook-O'Shea	,,	2.6
G	Jones	Childhood usage in themes	.03
H	McKee	,,	12.2
I	Dolch	,,	.5

Here are three series of data, viz. (i) adult usage in written discourse, (ii) adult usage in correspondence and (iii) childhood usage in themes. The first four studies belong to the first series. Of these, "A" analyzes Literary materials ; "B" analyzes Newspaper materials ; "C" and "D" analyze mixed materials, combining "A" and "B". But for the results of Grinstead's study (D above), which are incompatible with those of "A", "B" and "C" one would have been inclined to imagine that there is a close agreement between counts based on Literary materials, and on Newspapers. The second series, "E" and "F" (Adult usage in correspondence) show no resemblance to the third, viz., "G", "H" and "I" (Childhood usage in themes). The Jones count is extremely unsatisfactory in this respect. A tabulation of as many as 15 millions of running words is expected to yield a greater number of different words. The anomaly is due to the imperfect selection of materials. Jones used 75,000 themes. The amount is not inadequate, to be sure, but* he required the pupils to write "daily themes, under regular school conditions on any topic of interest to them." The subjects of the themes were therefore of little variety. Children's minds, we know, work very much alike. Although the method of treatment may happen to be different, it is not likely to vary so much as to cause great difference in vocabulary. Moreover children's choices are apt to be controlled by school environment. Another reason perhaps is the inclusion of the lower grades, such as II and III, in his investigation. The density of Dolch's list again is far too low. In bold contrast to all these is the McKee list ("I" above, density 12.2). As will be seen from the table it excels all the vocabulary studies except "A" (Starch's count, density 14.7) in respect of different-word-density.

The various investigations do not of course furnish sufficient data for judging the merit of a word study specially in reference to what might be called the word-density aspect. But it cannot be supposed that the number of different words brought within the purview of a count has nothing to do with those factors which go to determine the

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* McKee, G. M.—Children's Themes as a Source of Spelling Vocabulary, p. 199.

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adequacy of an analysis. The degree of reliability of a word analysis runs *pari passu* with the extent of the materials that it covers. The high density in McKee's study admits of the interpretation that her analysis covers a very wide field of material, and is more reliable in Primary Reading than any other list based on Childhood usage in themes.

5. The Identical Element in the Vocabulary Studies.

There will be found in every language and in every sphere of it, a number of words which are indispensable as vehicles of expression on any subject. Every word count is more or less identical so far as these words are concerned. Words of this type in English are *but, if, the, and* etc. A vocabulary of 'essential words', as we may term words of such kind, comprises probably little more than 300 words. Strictly speaking the identity between the various types of word lists, unless they are based on very extensive counts, ought to be sought in these 'essential' type words,—that is to say, in the first three or four hundred words* of the lists.

As we go down the lists the identity will, for obvious reasons, be diminished.

6. Balance of Opinion as to Basic Material for Vocabulary.

It is found that investigations having the similar purpose of discovering the commonest words and applying the same to the teaching of reading in preference to unfamiliar and less useful words, differ in their methods of determining the basic material. Some select words from adult reading material, and some use children's reading. Breed† says, "One of the most impressive aspects of the vocabulary investigations is their division into the two groups mentioned. There is deep significance in the fact that one set of

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*Ayres is of opinion that any two lists of English words may fairly agree to the extent of the first 500 words. But the degree of identity between the first 500 words of his list and that of Houser is, as has been shown by Breed, less than 50 p. c..

† Breed. F,—What Words should Children be taught to Spell ? pp. 119-120.

investigators derive all their words for spelling from the usage of children, while an equally competent group seek a word list from a different source. This division in the field of spelling reflects a conflict that goes on beyond the boundaries of spelling. It arises everywhere in the field of curriculum construction. Indeed, this problem tends to divide all educators into two opposing groups. In its wider setting one hears of psychological needs arrayed against social needs. In fact, the meaning of the conflict is not fully comprehended until the issue is viewed as a clash between two opposing philosophies of life. Using the terms broadly, these views may be called the individualistic and the socialistic. Is education life, or is it preparation for life? Is individual freedom or social control to be the dominant factor in educational and political organization? These questions precipitate the problem clearly enough – one of the most important with which the schools of a democracy and the democracy itself have to deal."

In a similar discussion Gates (1) remarks, "Those who hold the view that education is primarily the development of knowledge and skill to be used in the activities of adult life would consider as extremely valuable the determination of the frequency of words found in representative reading material. Their aim would be to teach the words to be used later. Those who uphold the theory of education as adjustment, here and now, to the needs of life, would be disposed to minimize the importance of such a word count."

Starch (2) recommends a combined list, and Washburne (3) urges that a list "composed of the words most commonly used by children and by adults will be the ideal list ....". Woody (4) subscribes to the social point of view, and prefers adult material.

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(1) Gates, A. I.—The Construction of a Reading Vocabulary for the Primary Grades, P. 626. Teachers College Record, March, 1926.

(2) Starch, D.—Educational Psychology, P. 327.

(3) Washburne, C. W.—Spelling Curriculum Based on Research, P. 753. The Elementary School Journal, June, 1923.

(4) Woody, C.—Application of Scientific Method in Evaluating the Subject Matter of Spellers, P. 119. Journal of Educational Research, February, 1920.

CHAPTER II

WORD FREQUENCY IN THE BENGALI LANGUAGE

1. The Word Count.

A criticism of the various types of word lists as has been set forth in the previous chapter led the writer to believe that both adult-usage and childhood usage ought to be represented in the count. So the first step that he took was to select such material as would represent both types of material.

It is found from a review of the materials of various adult-usage investigations that Thorndike's selections are much more representative than any other. Nevertheless Dewey's analysis of material is more helpful for a word count of a practicable size. The analysis which the writer has prepared is to some extent an adaptation of Dewey's. Dewey excludes children's literature, but this forms about 25 per cent. of the whole matter analyzed by the writer.

Before we pass on to the discussion of the analysis itself, it is necessary that a point about the sources of the word count should be explained. In a pursuit such as this, it is expedient that the proportion of matter to be included from a particular source should be ascertained according to the relative importance of the sources themselves. It is also necessary that, in order to make the count complete, the various branches of knowledge should be consulted. If there are, say, 30 different departments of knowledge in a language, one should record words from each of the 30 departments. Then again, if it is known that a department, e g., Belles Lettres, has much the widest use in the language, one would be well advised to take the largest proportion of the material from that department. Conversely, the departments of knowledge which are of comparatively little importance would receive less attention. For example, Novels preponderate in the Bengali language, so an attempt to determine the commonest words in Bengali would necessitate the analysis of the largest amount

of data from Novels. And, since the Bengali language is poor in scientific treatises, our attention to that department must necessarily be limited. America, on the other hand, far excels Bengal in respect of technical literature ; an American investigator therefore has to pay proportionately greater attention to Scientific, Journalistic and Newspaper use of the language.

2. Analysis of Material.

The analysis of Dewey's material will not be out of place here, since a comparison of this with that of the present count wil show how widely the proportions of materials and in some cases the sources themselves, are apt to vary in different languages.

TABLE 2.

DEWEY'S ANALYSIS OF MATERIAL.

15% newspaper editorial English
    3 newspapers ... ˙5,000 words each
15% newspaper news English
    3 newspapers ... 5,000 ,,
15% modern fiction
    5% novel
    2 books ... 2,500 ,,
    5% short story
    2 books ... 2,500 ,,
    5% drama
    2 books ... 2,500 ,,
10% modern American speeches
    Speeches of Lincoln ... 5,000 words
    Theodore Roosevelt ... 2,500 ,,
    Woodrow Wilson ... 2,500 ,,
5% personal correspondence
    of 2 persons ... 2,500 words each

DEWEY'S ANALYSIS OF MATERIAL—*contd.*

5°/₀ business correspondence
    5 manuals of typewriting,
    business English and
    shorthand   ...   1,000 words each

5% modern advertizing—19 advertise-
    ments representing leading
    advertisers, mediums and
    agencies   ...   5,000   words

5% religious English
    Holy Bible (St. Mark 1)   ...   1,000   ,,
    Henry Ward Beecher (Sermons)   1,000   ,,
    Philip Brooks (Sermons)   ...   1,000   ,,
    Christian Herald (editorial)   ...   1,000   ,,
    Catholic News (editorial)   ...   1,000   ,,

5% (popular) scientific English
    Scientific American   ...   3,000   ,,
    2 other journals   ...   1,000 words each

5% modern "special articles"
    American Magazine   ...   2,000   words
    3 other magazines   ..   1,000 words each

5% magazine editorial English
    5 magazines   ...   1,000   ,,

5% Saturday Evening Post   ...   5,000   words

5% Literary Digest   ...   5,000   ,,

            Total 100,000   words

Let us now compare the sources and proportions of the present count.

TABLE 3.

ANALYSIS OF MATERIAL OF THE BENGALI COUNT.

24% Childhood usage			
12% Children's Stories	...	12,000	words
12% Children's Readers	...	12,000	,,
19% Fiction			
15% Novel	...	15,000	,,
4% Drama	...	4,000	,,
10% Newspaper			
6% News	...	6,000	,,
4% Editorial	...	4,000	,,
5% Private correspondence	...	5,000	,,
5% Poetry and Music	...	5,000	,,
5% Biography	...	5,000	,,
4% Religion	...	4,000	,,
4% Scientific Bengali	...	4,000	,,
4% Critical Estimates	...	4,000	,,
4% Travels	...	4,000	,,
4% History	...	4,000	,,
3% Agriculture	...	3,000	,,
3% Miscellaneous	...	3,000	,,
2% Epics	...	2,000	,,
1% Geography	...	1,000	,,
1% Hygiene	...	1,000	,,
1% Medicine	...	1,000	,,
·5% Advertisement	...	500	,,
·5% Law	...	500	,,

Total 100,000 words

(16)

3. Adequacy of the Analysis.

The above analysis raises two questions : (1) Is this list exhaustive ? (2) Are the proportions justifiable ?

Our work here is not to make a catalogue of the various branches of literature which exist in the Bengali language. The purpose really is to see that diverse uses of the language are not ignored. An investigation * into the technical literature of the Bengali writings there'ore was necessary. The analysis of the 21 sources detailed in the above table certainly omits some of the minor sections of the Bengali language. In as much as the accidental occurrence of a word does not determine its place among the most common, this omission is immaterial. As to the proportion, it is of course difficult to say if the figures are really representative. An endeavour was however, made to make it representative. Twenty-five persons, of whom six are authors, six teachers, six scholars, four specially interested in the development of the language, and three editors were consulted and the original list was modified in the light of judgments of the twenty-five judges.

4. Selection of Material.

The next step for consideration was the selection of right kind of books, articles, papers, or minutes such as would best represent the different sources. Here is a point that deserves notice. A book may be widely read, but if it is written in a style which is not used in the present day, it should not have a place in the count. As a safeguard, the same persons in conjunction with whom analysis of the sources was made were consulted, and a list was drawn up. At this point it should be made sufficiently clear that books and other literature from which words were taken are mostly written in the standard literary form of the language, not colloquial Bengali.

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* West, M.—Bilingualism, P. 98-105. Bureau of Education, India ; Occasional Reports, No. 13, 1926.

5. Collection of Data.

The actual work of word-counting now commenced. Here was another debated point. After the sources of data have been determined, an investigator would perhaps begin straight from the sentence of the first page of the various books selected. Others would take every other line. There is still another group who prefer a random selection scattered throughout the book. Dewey's procedure * was to count every word line after line. But the beginning of a subject tends to be typical. For example, one will come across terminologies of parentage in the first page of a Biography and those of felicitous expressions in the first paragraph of a letter. Therefore it is safe to omit the portion which introduces the subject.

In view of the characteristic features of different kinds of literature, Dewey recommends different methods of selecting words. "In the magazines where subjects change," Dewey took "100 words from the top of the second column on each page up to the desired amount." In dealing with books, he "turned at random to a point near the middle......"

In conducting the present count the following methods were adhered to :

Words were picked out at regular intervals in Newspapers (news), Private correspondence, Scientific Bengali, Travel, History, Agriculture, Miscellaneous, Geography, Hygiene, Medicine, Advertisement and Law. But the same practice was not followed in each of the twelve sections. The length of intervals differed according to the length of lines.

In Newspaper-editorial, Religion, Critical estimates and Epics the plan was to turn at random to a point of a page or column near the middle and carry on for fifty words.

In Novels, Children's Readers, Biography and Drama each word of 5 lines from the bottom of every fifth or tenth page (varying according to the number of the running words) was taken.

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* Letter to the writer

In Children's Stories, Poetry and Music any number of lines was taken at irregular intervals till the words totalled 20, 50 or 100 per page (differing with the size of the book).

6. Recording of Data.

At the outset forty alphabetical groups were made and the words, as they came in, were recorded under respective groups. No other order was maintained   The words thus w·re not entered on a strictly dictionary basis.   After the tabulation had advanced this method of making entries appeared to be extremely faulty.   Alphabetical cards which are in use in America reduce the burden of nerve-breaking clerical work.   Dewey says that it took him and his four assistants 3,000 hours to finish the clerical work which mainly refers to this entry of words.   Jones completed his count in 8 years.   The more cumbersome method followed in the present investigation entailed 3 years and 6 months of whole-time work.

7. Computation of Data.

Each occurrence of a word was indicated by a small stroke, each four strokes being joined into a group by the fifth.   When the required amount in a particular subject or section was reached, the number of occurrences was computed and was entered against the word.   In this way each different word pertaining to the section had against it a number which denoted that the word had occurred so many times in the particular section.   The total of these numbers obviously has got to correspond to the total number of words taken from the section. This served as a check against errors in the count.

Totals of different sections were entered in pencils of different colours.   Twenty-one sections yielded 21 different subject-totals each arranged across the page, one after another.   The less frequent words have, of course, not occurred in all the 21 sections.   For instance, the word अतुल (peerless) occurred only once in one of the 21 sources.   These differe t totals ranging therefore from 21 to 1 were then added up and the figure at the right extremity of the sheet in which the words are listed, refers to this total.   The following is a copy of one of the sheets.

TABLE 4.

SHOWING HOW THE WORDS ARE LISTED.

আর—35 N. 120 Sc. 36 CR. 127 F. 53 D. 18 B. 21 T. 23 CE. 41 R. 13 H. 17 SB. 5 G. 1 L. 6 E. 11 A. 28 C. 3 Adv. 16 M. 5 P.   = 579.*

আরক—1 M 2 Msc.   = 3.

আরক্ত—2 M.   = 2.

আরক্তিম—1 F.   = 1.

আরতি—1 P.   = 1.

আরব্ধ—1 N. 1 B. 1 H.   = 3

আরম্ভ—11 N. 11 CS 7 CR. 10 F. 1 D. 6 B. 4 T. 2 CE. 1 R. 4 A. 3 SB 1 G. 4 M. 1 P. 1 A. 6 C.   = 73.

আরম্ভলা—1 CS. 1 SB.   = 2.

আরাধনা—1 CE.   = 1.

আরাধ্য—1 B.   = 1.

আরাম—1 N. 1 CS. 2 F. 1 M 1 C.   = 6

8. Classification of Words.

An investigator trying to discover the commonest words of a language has to consider the controversy of word-idea v. s. word-image. Which should guide us in classifying the words and in determining their forms ? কর (র্) and পুষ্প are two words. The word-image কর (র্) signifies more than one idea : the word-image পুষ্প does not. It refers to but one idea. Each count of পুষ্প, therefore, represents one meaning,

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* The corresponding number of the commonest word in the Bengali language is 3, 867. The letters indicate different sources, e. g., N—Newspaper : CS—Children's Stories : CR—Children's Readers : F—Fiction (Novel) : D—Drama : B—Biography : T—Travel ; CE—Critical Estimates : R—Religion : H—History : SB—Scientific Bengali : G—Geography L—Law : E—Epics : P—Poetry and Music : A—Agriculture : C—Correspondence : Adv—Advertisement : M—Medicine : Hyg—Hygiene ; Msc—Miscellaneous.

while each count of কর (র্) may signify করা (to do), রাজস্ব (rent), হস্ত (hand), কিরণ (ray), শুঁও (elephant's trunk) and so on. When the child learns পুষ্প, he learns its only meaning, *viz.*, ফুল (flower). Also, in the case of কর (র্) and similar other words having more than one meaning, the child has to know the exact import of the word*, and, the meaning that he should be first acquainted with, must be the most useful one of the different ideas conveyed by it. In order to determine which import of a word is of relatively greater importance, recognition of different meanings as separate words is necessary. If each occurrence of কর (র্) whether it means করা, হস্ত, কিরণ or শুঁও is counted with কর (র্) in the sense of রাজস্ব (rent), then the word কর (রাজস্ব) would be obviously transferred to a higher level of frequency which it does not merit. Furthermore, the primary purpose in the teaching of reading is to enable the child to get at meaning at sight of words. It is thus word-idea and not word-image with which we are largely concerned in a reading lesson. In recording the words Thorndike has not sufficiently stressed this point. His count relates much more to word-form than to word-idea—for his main purpose probably related rather to spelling. The present study is specifically concerned with the identity of word-ideas. An attempt has however been made to determine the familiar forms of the verbs and other important words.

9. The Entries.

Compound words.—Compound combinations where the meaning of the compound word is not altogether different from the meaning of its component parts, or where the compound forms are not very common, have been treated as separate words, *c. g.*, সর্বত্যাগী, সমব্যবসায়ী । In the case of words where the Sandhi forms are such as might confuse the learners, the word has not been split up, *e. g.*, অত্যাধিক, পুনরপি etc.

Words having different meanings.—Separate entries have been made for the different meanings of words.

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* If the word is used in the sense of করা (to do), then, of course, it would require no explanation ; for the child when he comes to read, knows the word. But this cannot be said of the other usages of কর (র্) ।

Words of different genders – In tabulating such words frequency of usage and unfamilarity of forms have been the guiding factors, *e. g.,* ব্রাহ্মণী is counted under its masculine form, but, সুন্দর and সুন্দরী have been separately recorded. The feminine form ব্রাহ্মণী is not of frequent occurrence, but the masculine ব্রাহ্মণ is very common indeed.

Colloquial expressions.—Colloquial expressions other than those which are extremely frequent, have been omitted, *e. g*, তাই has got a place in the count but the expression সবে মাত্র has been excluded. Slangs have altogether been ignored.

Affixes.—Prefixes or suffixes other than those that are comparatively important, *e. g.,* সু and কু have not been separately counted.

Spelling.— In case of words which have got more than one spelling, the commoner form has been noted.

Interjection —The more important interjections have received notice.

Proper names.—Proper names have been rejected.

Foreign words.— Foreign words unless very rare, have been recorded.

Forms of words.— Archaic or poetic verb forms have been ignored.

10. Ranking and Listing of Words.

Firstly, words having frequencies of 15 or more were arranged according to 'frequency' of occurrence and this gave 1,017 words. The words of this list are not weighted according to 'range' of occurrence. These 1,017 words taken together form the A list about which other discussions follow.

It has been previously noted that 'frequency' of word, unless it is otherwise stated, relates to its importance in the entire language. A word, therefore, ought to be rated in respect of its 'frequency' and 'range' of occurrence and not of the former alone. Ranking then involves two factors and the A list being drawn up on the basis of only one of them is defective.

Thorndike has calculated the frequency of a word by giving it a credit value. Take for instance, 'and': 1 to 4 occurrences of 'and' in Children's literature were given a credit value of 1 ; 5 to 9 occurrences

were given a credit value of 2 ; 10 to 19 a credit value of 3 and so on. These small credit-sums as discovered in different branches of the language were totalled and the words were graded on the basis of these totals, and not on that of 'frequency' alone. It is this creditsum,— or as Lively puts it, 'credit-index',—that is referred to as 'credit-number' in the Thorndike count. The credit values vary according to the proportion of the number of words taken from a particular source. It thus acts as a set-off between the source contributing the largest number of words and the one contributing the smallest. This principle has been strictly pursued in grading the words of the present count. Difference in the proportions of the various sources was thus recognized. According to the principles stated above four samples were prepared and tried. It was found that the position of the words varied but slightly in the different samples The following credits however provided greatest differentiation, and were therefore employed in weighting the words.

In fiction, Children's Stories, Children's Readers and Newspapers :

1 to 4 occurrences were given a credit of	1
5 to 9 ,, ,, ,,	2
10 to 16 ,, ,, ,,	3
17 to 26 ,, ,, ,,	4
27 to 40 ,, ,, ,,	5
41 or over ,, ,, ,,	6

In Biography, Travel, Religion, Drama, Scientific Bengali, Critical Estimates, History, Poetry & Music, Correspondence, Agriculture and Miscellaneous :

1 to 3 occurrences equalled	1
4 to 7 ,, ,,	2
8 to 13 ,, ,,	3
14 to 22 ,, ,,	4
23 or over ,, ,,	5

In Geography, Hygiene, Medicine, Law, Advertisement and Epics :

1 to 2 occurrences had the value of	1
3 to 5 ,, ,,	2
6 to 8 ,, ,,	3
9 or over ,, ,,	4

In this way out of the total of 6,567 different words of the count*
a 'credit-sum' was obtained for each of 1,012 words. Ranking on
'frequency' of occurrence, it should be recalled, yielded 1,017 words.
Table 5 is an illustration of how the credits are worked out.

TABLE 5.

A SAMPLE OF CREDITS.

1.	Children's Stories	6	1	2	2
2.	Children's Readers	6	1	1	5
3	Fiction	6	1	1	5
4.	Drama	5			1
5.	Newspaper	6		1	3
6.	Private Correspondence	5		1	3
7.	Poetry and Music	5		1	1
8.	Biography	5			1
9.	Religion	5			4
10.	Scientific Bengali	5			4
11.	Critical Estimates	5	1		2
12.	Travel	5		1	4
13.	History	5	2		3
14.	Agriculture	5			2
15.	Miscellaneous	5			1
16.	Epics	4	1		
17.	Geography	4			2
18.	Hygiene	4		1	3
19.	Medicine	4			4
20.	Advertisement	4			
21.	Law	4			2
	Sum of credits	103	7	9	52

A word about the merit of the credit-index list and the word-
occurrence list (the A List) is desirable. Taken as a whole, there is

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* Different-word density of the count is 6.5.

not much difference between the two lists. This may be ascribed to the accurate fixing of the credits, or to some other cause. But an estimate of the lists in terms of the position of individual words in them reveals that the credit-index list is more helpful to teachers than the word-occurrence list. To turn to a typical case, আইন (law) in the word-occurrence list is a word which occurs in the 8th hundred. One would however think that আইন (law) is not so important in the language as to find a place in the first thousand. And in fact the word does not occur at all in the other list. If the word-occurrence list guides him the author of beginners' books may be inclined to attach to আইন (law) and kindred words the same importance as to any other words of the 8th hundred. But fictitious words and words of genuinely common occurrence must not receive uniform treatment. Therefore, the list of 1,017 words referred to above as A List, although it does not show much disparity in a set of thousand words, is not as reliable for our purpose as the other list. This is why the word-occurrence list has been omitted, and, the list of 1,012 words based on credit sums has been embodied in this book. It can safely be observed that only those words which have got wide usage in the language would have so much credit value as would entitle them a place in the first thousand. The words of the credit-index list are presented in four groups. The first group contains the first 253 words, the second contains the next 249 words, the third, the next 246 and the last group consists of the remaining 264 words. This list of 1,012 words will be termed as B List.

11. Specific Vocabulary Lists.

An extra list of 509 words has been prepared from Children's Reading. This is from the 1,627 different words found in the tabulation of 12,000 running words of children's stories. Thirty sources were employed in making the count. It has yielded 13.5 different words per 100 running words. The density is higher than even that of the Eldridge count.

One would imagine that the number of words here analyzed is inadequate to warrant an authentic list. The writer believes, as a result of actual counting, that the position of these words would not

greatly alter if the count were extended to another 25,000 running words of children's stories. To distinguish this list from the two lists discussed above, it will be referred to as C List.

In ranking the words of the C List only 'frequency' of occurrence was considered, credit-index has not been employed.

The first 15 words of the Bengali language (B List) as obtained from the writer's word count were compared (Table 6) as to their rank in the C List and in three other specific vocabulary lists compiled from Children's Readers (CR), Fiction (F) and from Newspaper (N).

TABLE 6.

CORRESPONDENCE IN RANK : THE FIRST FIFTEEN
WORDS IN FOUR BENGALI LISTS.

Words.	Rank in···List.				
	B	C	CR	F	N
করে	1	1	1	1	1
হইল	2	2	2	2	2
ও	3	7	3	7	3
না	4	6	4	4	5
এই	5	8	5	9	4
এক	6	4	6	5	9
দিল	7	9	9	8	6
যাইতে	8	14	14	13	15
তাহার	9	11	12	6	17
তাহা	10	18	10	10	13
দেখিল	11	5	7	11	23
থাকে	12	22.5	13	23	38
সেই	13	15	25	21	18
হইতে	14	22.5	20	18	7
বলিল	15	3	17	3	19

The total number of words tabulated under these heads has been stated on page 15. It will be seen none of these exceed 15,000 words

So, even though they show some agreement in rank with regard to the first fifteen words, their validity as indications of actual commonness should not be over-estimated.

12. Bengali V. S. English Lists.

Comparison of words of any two languages with respect to their rank in frequency lists is, of course, instructive. But many words cannot be so compared, for, either the words owe their importance to local conditions which are subject to variation or the ideas conveyed by them in both the languages are not confined to a single word-unit. For example,'kiss' and 'bread' are among the first 1500 words in the English language, whereas their Bengali equivalents চুম্বন and রুটি do not occur even in the first three thousand words of the language. Again, there are as many as half a dozen words in the Bengali language fulfilling the function of English word-unit 'that'. All its Bengali equivalents have high frequencies. As a result, if one wants to know how the word conception 'that' compares with its Bengali equivalent, a combination of the frequency of each of the word-units of the Bengali language becomes necessary. This is no doubt a clumsy process. Thus we have to leave out a good many words and confine our attention to those which do not owe their importance to local conditions or whose synonyms are of extremely low frequency.

TABLE 7.

Correspondence in Rank : Fifteen Words in Bengali and English.

Bengali word.	English equivalent.	Thorndike : (One of the first…words).	Dewey : (One of the first…words).	The A List : (One of the first…words).
রাজা	King	300	…	100
রাত্রি	Night	200	300	200
সূর্য্য	Sun	400	…	300
স্বর্গ	Heaven	1000	…	600
সন্ধ্যা	Evening	1000	600	500
শিয়াল	Fox	…	…	600
বাগান	Garden	400	*	600
স্বপ্ন	Dream	1000	…	1000
সিংহ	Lion	1000	…	600
মৃত্যু	Death	500	…	300
বিড়াল	Cat	…	…	400
ঘোড়া	Horse	300	900	100
নাম	Name	200	300	100
বৃষ্টি	Rain	500	…	500
জল	Water	200	300	100

Table 7 above shows the position of 13 such words. The blank space indicates absence of the word from the first thousand of the list. The unusually low frequency of 'horse' in Dewey's list and the absence from it of very common words such as 'king', 'sun', 'rain' and 'death' is striking. This impelled the writer to examine how the relation stands in the numerical words where the difficulty of translation does not arise.

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* It has however a place in the Root Word List.

TABLE 8.

CORRESPONDENCE IN RANK : FIFTEEN NUMERICAL WORDS
IN BENGALI AND ENGLISH.

Bengali word.	English equivalent.	Thorndike : (One of the first...words).	Dewey : (One of the first...words).	The A List : (One of the first...words).
এক	One	100	100	100
দুই	Two	100	100	100
তিন	Three	200	200	200
চার	Four	200	300	300
পাঁচ	Five	300	300	500
ছয়	Six	400	300	900
সাত	Seven	1000	900	900
আট	Eight	1000	500	...
নয়	Nine	1000	*	...
দশ	Ten	400	500	500
এগার	Eleven	...	...	...
বার	Twelve	1000	900	...
তের	Thirteen	...	...	,.
চৌদ্দ	Fourteen	...	...	...
শত	Hundred	300	500	300

It will be seen from table 8 that the numerical words agree as to their rank to a greater extent. But the fact remains that some displacement in the words from list to list does occur. Is this displacement a general case ?

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* It occurs in the Root Word List.

13.   Displacement of Words in Different Lists.

In discussing the lists of Thorndike, Horn, Packer and Moore which Gates (1) used for · his construction of a reading vocabulary for the Primary grades, he points out that the following six words, viz., *couldn't, cradle, I'd, isn't, sled, wouldn't* occur in the first 1,000 words of the three of the four lists, but do not find any place in Thorndike's first 2,500 words.   And the following thirteen words which are outside Thorndike's 2,500 words are to be found in the first 1,000 of two of the four lists stated above.   These thirteen words are : — *cage, daddy, dirty, good-bye, butterfly, lunch, monkey, grandma, pussy, pet, player, its* (2).

We also find that Dolch's investigation yields as many as 2,127 words which do not appear at all in Thorndike list of 10,000 words. Dolch (3) says, "Comparison with fourteen other word studies shows about one-fourth of the 9,583 words on no other study, about one-half on other studies graded by children's usage, and the remaining fourth on lists graded by frequency or made from adult writing or printed matter. "x. Many other similar cases could be cited.

This goes simply to emphasize what has already been shewn that word lists are apt to vary to a great extent and that we must not make a fetish of displacement of words in the various word lists.   Certain words may be missed from one or other of the lists but for that reason, its worth in beginning reading is not diminished.

(1) Gates, A. I.—The Construction of a Reading Vocabulary for the Primary Grades, P. 634.

(2) Other 26 words which are outside Thorndike's list of 2,500 words but present in the first thousand of the two lists are not mentioned here.

(3) Dolch, E. W.—Grade Vocabulary, Pp. 224 & 226.

(x) The figure is obtained by excluding those 3,039 words which did not occur more than once (see page 10).

CHAPTER III

BENGALI PRIMERS

1. Earliest Bengali Prose and Primers.

Bengal had practically no prose literature before the advent of the English. The political turmoil in the latter half of the 18th century preoccupied the energy of the people. At the beginning of the new century the unrest subsided "but the necessarily slow and laborious process of re-construction which followed upon these vicissitudes" still occupied people's attention. And there was felt the "necessity of a regeneration of the general intellectual life in the country before a renewal of literature could be made possible."(1). The outcome of this was the publication of a number of text-books and translations.

The first thing that confronts us in tracing the growth of Primers in the Bengali language is lack of materials. The teaching of Bengali through print appears to have assumed a definite form for the first time in the textbooks used in the College of Fort William. The earlier books, *viz.*, Halhad's (1778) and Carey's (1801) grammars were conglomerations of grammatical rules and alphabetic lessons. Varṇa Vinir-ṇaya (1820)* of Rājā Sir Rādhā Kānta Deb Bāhādur is almost of the same type as Carey's grammar. These three books are in a sense scientific studies of the language and hardly suit beginners. In 1821 the author of Varṇa Vinirṇaya published Bāngālāṣikshā Grantha which, as far as it can be gathered from the catalogue of Bengali books in the library of the British Museum, is a Spelling-book with miscellaneous reading lessons. Six years later this book was abridged and simplified.

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(1) De, S. K.— Bengali Language in the Nineteenth Century, Pp. 58 and 60, Calcutta University, 1919.

* The only available copy is in the Bangiya Sahitya Parishat Library.

It was succeeded by a dozen other books like Śiśubodhaka (1840), Jñānāruṇodaya (1841), Jñānākiraṇodaya (1843), Varṇamālā (1846) and others. All of them were uniform in type and were reading books in name. A few years later was published Pandit Madan Mohan Tarkalankar's Śiśuśikṣa (1850)* which came as a boon to the beginners for it was presented in much easier and agreeable style. Five years later Pandit Iśvar Chandra Vidyāsāgara published his Varṇaparichaya (Part, I) exactly on the same plan as that of Śiśuśikṣa. In the wake of these there came into the field other books, all of which conformed to Śiśuśiksha in point of method and content. In 1899, Babu Jogindra Nath Sarkar devised a novel plan of teaching Reading. Unlike Śiśuśiksha and similar other books on beginning reading, it introduced rhyming verses each accompanied by illustrative pictures.

2. Characteristics of Bengali Primers.

With a view to see how far the primers in the Bengali language seek to meet the needs of the beginners, an attempt was made to survey the reading courses available for the children of Bengal.

A study was made of Śiśuśiksha, Varṇaparichaya and eight other primers in current use.

Each of the ten Primers teaches the alphabet first. That is done with the aid of pictures and recitation lessons. The first actual reading lesson consists mostly of isolated words of one syllable : the words are promiscuously arranged. The other two Primers do not present the words except in sentences, most of which convey quaint ideas.

Each word of the ten books was listed, but in ascertaining the total vocabulary, proper nouns, different forms of verbs and regular inflections were excluded. Portions not intended for the child have of course been ignored.

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* The copy which the writer has seen in the Imperial Library, Calcutta, bears that date.

The total number of different words in these ten books is 1,852. Of these, only 294 words belong to the C list. About the same percentage of words are present in the specific list compiled from Children's Reading.*

Below are shown one hundred words collected from the ten Primers. These are outside the B List and the vocabulary of 6,567 words of the whole count.

TABLE 9.

One Hundred Words used in the Primers but Outside the Count.

*Primer**	*Words*
A—	কূটা, কৈরব, হুলো, নেড়া, পনস, ভ্রূ, মসী, মীন, মৃষা, শাণ ।
B—	অকুতোভয়, অশনি, কৈরব, কিংশুক, কুঁচ, করী, ওলা, তৈজস, তৌল, মোদক, বৈভব ।
C—	ওল, ডাগর, নৈশ, পানা, ভানলে, মলা, লাটাই, হল, মুড়ো, কোলা ।
D—	অনুকৃতি, আধিদৈবিক, কৈতব, ক্রমাণ, আহৃত, জলধর, বোঁট, মহীপাল, তিণি, কোঁচা ।
E—	ইঁচড়, অজ, ঊন, ঐশ, বিস্ফূচিকা, বংশ, বৈধ, রাহু, সদন, শূল ।
F—	উই, অবিধি, ছাগ, নৈঋত, গুহ, দাশরথি, বশংবদ, সরীসৃপ, সুধাকর, বস্ত্র।
G—	কীল, গোঁফ, নধর, কনকচাঁপা, নাওয়া, ভোঁদড়, বোয়াল, লাট, শতদল, ভুঁড়ি ।
H—	তিলি, পীন, পুট, মুকুর, পেশা, বাস, তোষ, রোল, শোণ, শোষ ।
I—	অজা, কুমকুম, গুগুলি, চুমা, জরদ, গৎ, তবলা, মৌ, বিভূতি, পিক ।
J—	ঈশ, চোটে, খাজা, গজা, ধূসর, ভূপ, ভূষা, মানা, শশধর, সরসী '

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* It will be remembered that 24,000 words (12,000 words from each of Children's Stories and Readers) have been taken from Children's Reading. The combined list is not incorporated in the book.

* The names of the Primers are withheld.

It is not to be imagined that the A, B or the C list, or, for that matter, the entire count, can be used as a Yardstick and the only measure of the "vocabulary burden" of primers or of textbooks ; but it can be supposed with reason that these lists represent to a certain extent, the nature of the vocabulary needs of our children ; and it is evident that such words as those quoted above are not needed at the primary stage.

The vocabulary used in a single book ranges from 196 to 631 (Table 10). Obviously there is enormous incongruity in the opinion of the authors of the primers as to the number of words to be taught in them.

TABLE 10.

NUMBER OF DIFFERENT WORDS INTRODUCED IN EACH OF THE TEN PRIMERS.

Primers.	A	B	C	D	E	F	G	H	I	J
No. of different words.	588	631	528	382	411	424	310	517	352	196

Tables 11 and 12 show the extent to which the vocabularies of the Primers are identical. Ṣiṣuṣiksha (A above) and Varṇaparichaya (B above) have 190 words in common, and there are 189 words in Ṣiṣuṣikhsha which also occur in Primer C. In terms of percentage, this is 18 % and 20 % respectively. The tables also indicate that the non-rhyming Primers A to F are more identical in vocabulary than the rhyming Primers G to J. They show again that Ṣiṣuṣiksha (A above) very greatly resembles Primer C, which, it should be noted, is the most widely read of the ten Primers.

TABLE 11.

NUMBER OF WORDS COMMON TO ANY TWO OF
THE PRIMERS.

Primers.	A	B	C	D	E	F	G	H	I	J
A	...	190	189	131	148	146	107	167	132	88
B	...	...	194	100	179	203	121	179	119	81
C	...	...	...	137	159	165	150	172	141	82
D	...	...	...	...	148	158	95	124	99	66
E	...	...	..	...	...	161	83	90	87	76
F	...	...	...	...	...	...	105	141	103	71
G	...	...	...	...	...	...	...	117	101	79
H	...	...	...	...	...	...	...	...	118	77
I	...	...	...	...	...	...	...	...	...	64
J	...	...	...	...	..	...	...	...	...	...

TABLE 12.

PERCENTAGE OF THE TOTAL NUMBER OF DIFFERENT WORDS
IN TEN PRIMERS COMMON TO ANY TWO OF THEM.

Primers.	A	B	C	D	E	F	G	H	I	J
A	...	18	20	15	17	16	13	17	16	12
B	...	...	20	10	20	24	14	18	13	10
C	...	...	...	18	20	20	21	20	19	12
D	...	...	...	...	22	24	15	16	15	12
E	...	...	...	...	...	23	13	10	12	14
F	...	...	...	...	...	...	16	17	15	13
G	...	...	...	...	...	...	...	16	11	18
H	...	...	...	...	...	...	...	...	15	12
I	...	...	...	...	...	...	...	...	...	13
J	...	...	...	...	...	...	...	...	...	...

It is surprising to note that the Primers supplement one another to the extent of only 16%. Such being the case, if two boys were made to read two different Primers, viz., B (631 words) and J (196 words), they would require for the next term two books specially prepared on the basis of the different vocabularies of the two Primers. If, in this way, the beginners were made to learn a hundred different series of vocabularies, they would need a hundred different second books (of reading) for their second term. This cannot serve any useful purpose. We ought to determine a 'basic' vocabulary to be used in the elementary grades. Lane* who has evolved one for the children of Los Angeles, says, "If every child who begins his second reader has mastered this minimal list through experiencing the words in interesting contexts, he will have gone a long way toward proficiency in oral sight reading." This cannot be expected of an average Bengali child using the present-day primers.

The writers of the Primers do not appear to consider how many running words per new word should be contained in a beginner's book. It will be found from table 13 that, in most of the Primers, there is one new word for every two running words, that is to say, a sentence of nine words in the Primers contains four words with which children have no previous acquaintance. The same point can be examined in a different way : 67% of the words used in the ten Primers occur only once.

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* Lane, R. H.—Reading. Second Yearbook of the Division of Educational Research, Chap. II. Supplementary Educational Monographs No. 28, 1925. P. 187.

TABLE 13.

New-Word-Density in the Ten Primers.

Primers.	Different words.	Running words.	Running words per new word.	Fre-quency, 1	Fre-quency, 5	Frequency, 10 or more.
A	588	1,341	2	393	8	15
B	631	1,289	2	501	8	15
C	528	2,345	4	188	27	47
D	382	514	1	301	2	3
E	411	625	1	301	2	3
F	424	690	1	311	4	4
G·	310	717	2	205	9	9
H	517	1,208	2	358	5	7
I	352	655	1	240	5	6
J	196	398	2	148	3	...

Primer J does not contain a single word which has a frequency of 10 or more. The case of the other Primers, except C, is very nearly the same. Only about 7% of the words are repeated more than 5 times. Frequent repetition of a word is indispensable in order that it may be fixed in the mind. It is no wonder then that pupils reading primers in present use pass from the Primary to the higher grades still ignorant of the meaning of about three quarters of the words they have come across in their books. Primers C and D are as faulty in this respect as Śiśuśiksha and Varṇaparichay. The question as to how many new words can be introduced in hundred running words is discussed in a different chapter.

The table below will show that 68% of the reading that children are required to do, consists of isolated words largely unintelligible to the beginners. This, as Gray has shown (1) from the experiments of Cattel, Huey and Boggs, handicaps progress of the child. Primers D,

(1) Gray, W. S.—Principles of Method in Teaching Reading. Referred to by Theisen in Factors Affecting Results in Primary Reading. The Twentieth Year-book, Part II, P. II.

TABLE 14.

SHOWING THE PROPORTION OF CONSECUTIVE MATTER
PROVIDED IN EIGHT OF THE PRIMERS.*

Primer.	WORDS.			Percentage of connected matter.
	Isolated.	In isolated sentences.	In connected sentences.	
A	502	437	402	29.6
B	550	139	5co	38.7
C	213	870	1,262	53.8
D	246	188	80	15.5
E	219	342	64	10.2
F	243	285	162	23.4
H	258	294	656	54.3

E and F surpass Śiśuśiksha and Varṇaparichaya in this respect. The number of times that a word in a beginner's book has to be re-peated will vary with "the nature of the first impression". A mere glance at the pages of the Primers under review would suffice to to convince one that 'the first impression' of words in them must neces-sarily be very feeble. "In any case", says Huey (1), "new words are best learned by hearing or seeing them used in a context that suggests their meaning, and not by focusing the attention upon their isolated form or sound or meaning." The writers of the Primers under review do not sufficiently recognize the truth of this statement.

Only ten words, it will be seen, are common to all the ten Primers. These ten words with their frequency of occurrence in each of the ten books are shown in Table 15. Twenty-nine words are common to eight of the books, fifteen to nine of them and only ten occur in all the Primers.

It is striking that in some of the books most of the ten words have very low frequency, and are distributed on no principle. It is, as it were, a chance that has given them a place in the Primers.

*Two of the Primers consist of rhymes only.
(1) The Psychology and Pedagogy of Reading, P 348.

TABLE 15.

FREQUENCY OF OCCURRENCE OF TEN WORDS COMMON TO TEN PRIMERS.

No. Word	A	B	C	D	E	F	G	H	I	J	Total Fre-quency.
1. করা (to do)	47	40	48	9	15	10	4	24	10	8	215
2. না (no)	41	40	53	11	12	10	11	10	13	8	209
3. হওয়া (to be)	34	17	47	10	10	19	4	28	10	1	180
4. খাওয়া (to eat)	15	6	48	2	3	8	10	7	16	6	121
5. এবং (and)	21	13	37	4	8	7	5	9	3	1	108
6. বলা (to say)	9	11	16	2	6	9	6	16	5	2	82
7. দেখা (to see)	9	5	23	2	3	5	7	13	1	2	70
8. ধরা (to catch)	11	1	11	1	1	1	3	10	4	4	47
9. দেওয়া (to give)	14	6	6	1	3	2	8	1	1	2	44
10. দুই (two)	10	3	9	1	1	1	9	6	1	1	42

It appears from the discussions noted above that the method followed in constructing reading materials for children in Bengal at the present time, is as unscientific as it was a century ago. There are available a good many primers which do not deserve to be in Bengali homes any more than the Hornbook or the New England Primer in English homes. Take a copy of Vidyasagar's Varnapari-chaya which was published as far back as 1855, and any other Primer on the market of to-day. It will seem as if Bengal, whose vernacular is the mother-tongue of the largest number of people in India, had been debarred from emulating any improved device of teaching in these 100 years. From 1826, the year of the publication of the Pestalozzian Primer to 1921 which saw the birth of the novel device of teaching reading developed at the Detroit University under Heller and Courtis, great progress has been made in this direction in other countries: but Bengal has stood still. What Ballard (1) very wittily

(1) Ballard, P. B.—Group Tests of Intelligence, PP. 236-37.

remarked about the old Spelling books of his country is perfectly true in the case of Bengali Primers. He says, "the book was built on some sort of principle, but on no sort of practice. It generally began with a—b, ab, and ended with polysyllabic words like *intercommunication, antiparliamentarism* and *incommensurability*. And a word like 'apothegm', which nobody used, was as dear to the heart of the maker of spelling books as a word like 'wonderful' which everybody used, indeed dearer, for it was harder to spell." Similar words in the primers under review are :—

পারলৌকিক, আধিদৈবিক, অনুকৃতি, চূড়ামণি, অকুতোভয় ।

3. Inadequacy of the Bengali Primers.

A close examination into the objectives of reading as established by the researches of Gray, Reinoehl, Pendleton and Franklin would make one convinced that these objectives cannot be achieved from a primer in which consecutive matter is so scarce. One of the factors which measure the success of a teacher in Reading lessons is "the speed with which he brings his pupils to the point when the printed page grips them." (1). It is no wonder if even the best efforts of the teacher working with primers of the type discussed above, were to result in causing the printed page to scare the pupils instead of gripping them. The horror of the whip may make some of them cover the course and trip on to the next standard even earlier than the due time but, as Caldwell puts it, "not he who covers the most ground but he who has most delight in his journey is the better traveller."

Sometimes it is said that since the function of the primer is to enhance vocabulary as well as to teach spelling, it should contain

(1) Ballard, P. B., "Teaching the Mother Tongue", P. 83.
   Also see Brereton, C., "The Teaching of Modern Language", P. 25 :
   Buckingham, B. R., "What should Children learn in School", P. III :
   Jespersen, O., "How to Teach a Foreign language", P. 15 & 16 :
   Kennedy, J., "Fundamentals in Methods", P. 90 :
   West, M., "Bilingualism," P. 256.

good many words, and, they should be hard too. The second function is wrongly imputed : that is rather the concern of spelling-books. Besides, in the selection of words for spelling-books we should seek only such words as the child uses in life : hard words are not necessary. As to enhancement of vocabulary the royal road to it "lies through abundance of reading, not through lists of words", for, reading of mere catalogues will have no significance for the mind of him who performs it. (1).

(1) Stuart, M. & Oakden, E. C.—Modern Psychology and Education, PP. 208—09.

CHAPTER IV.

THE CONSTRUCTION OF A PRIMER.

1. Teaching the Alphabet.

In Bengal as in many other parts of the world the system of teaching the letters of the Alphabet in a mass is still the practice. The letters of the Bengali alphabet are arranged on the basis of phonics and the grouping evidences great ingenuity.

Advocates of the practice of teaching the Alphabet first and everything else of reading later, generally offer the following arguments :—

Firstly, when the child has learnt to pronounce a letter of the particular group he feels little difficulty in pronouncing other letters of the same group, because physiological processes involved in the pronunciation are similar.

Secondly, when a child has learnt to pronounce the letters of one group he can do the second easily, because, in that case, he gets an opportunity of accurately discriminating the phonics of the two groups by contrast.

With regard to the first argument it may be suggested that if a particular letter on its first occurrence is correctly pronounced, the child would catch it inspite of his ignorance about its localization in the organs of speech, and, as to the second, it may be noted that an average child of 7 or 8 years of age cannot be expected to be capable of appreciating by contrast, the subtle differentiation of phonics of the different groups. Thus by teaching the child the characteristic sounds of the letters all at once at the very initial stage of reading, when he has yet to taste the pleasures of reading, we encourage him to develop an aversion to the subject itself. On the other hand, if instead of taking the alphabet as a whole, we pick out the more important letters and endeavour to impress the correct pronunciations of them upon the child's mind through actual reading of interesting contents, there is no reason why the child would not be eager to receive the instruction.

TABLE 16.

EXISTING ORDER OF THE BENGALI LETTERS AS COMPARED TO
THEIR POSITIONS IN THE FIRST 200 WORDS OF THE
A LIST.

Letters.	Existing order.	Position in the A List.	Letters.	Existing order.	Position in the A list.
অ	1	31	ত	28	7
আ	2	1	থ	29	22
ই	3	3	দ	30	13
ঈ	4	35	ধ	31	27
উ	5	16	ন	32	9
ঊ	6	32	প	33	15
ঋ	7	37	ফ	34	39
৯ (A)	8		ব	35	11
এ	9	2	ভ	36	25
ঐ	10	21	ম	37	10
ও	11	18	য	38	14
ঔ (B)	12		র	39	5
ক	13	6	ল	40	4
খ	14	20	ব (C)	41	
গ	15	24	শ	42	29
ঘ	16	43	ষ	43	38
ঙ	17	40	স	44	12
চ	18	30	হ	45	8
ছ	19	23	ক্ষ (D)	46	42
জ	20	19	ং	47	36
ঝ	21	41	ঃ	48	45
ঞ	22	46	৺ (E)	49	
ট	23	28	ড়	50	26
ঠ	24	34	ঢ় (B)	51	
ড	25	47	য়	52	17
ঢ (B)	26		ৎ	53	44
ণ	27	33			

(A) Its use in the language is almost none.
(B) Does not occur in the first 200 words.
(C) No distinction has been made between the two ব's.
    To a child it is much the same.
(D) It is really a combination of ক and ষ, but it should be taught as a separate letter.
(E) This has not been treated as a letter

Apart from what has been said above, it is found that all the letters of an Alphabet do not happen to be equally important. In fact, Q, Y and Z have no place in the first 200 common English words.* Similar letters in the Bengali alphabet are ত and ষ. The order, of the remaining 47 letters as compared to their actual positions in the Alphabet is shown in Table 16. It will be seen, the two groups— one, on the basis of phonics and the other, of frequency are greatly divergent. Furthermore, the writer believes that as many as six letters of the Bengali alphabet can altogether be eliminated from children's reading and a dozen of the letters can, with good results, be deferred till a later period. Thus there is no harm in selecting the more useful letters in preference to the less useful ones if, thereby, efficiency in reading instruction is maintained. The sanctity of the alphabet as a family group may therefore be sacrificed to a system which impairs the unity to some extent, but at the same time, ensures better progress in teaching reading as a thought-getting process. It must not however be supposed that the child need not learn the fixed order of the alphabet at any stage of his reading. He must learn it, but in an interesting way. This hypothesis has undergone a deal of experimentation in the New Method English Readers.* In the experimental draft of the Bengali Primer, therefore, the alphabet has been brought in gradually and not in a mass.

2. Source of Word Selection.

What should be the source of words to be introduced in the primer ? The philosophical aspect of the question has been discussed in Chapter I. Let us now turn to the practical side of the problem.

Ordinarily it is found that frequency lists of words compiled from the reading materials of both the adult and the child are employed in the construction of the first book of Reading. The first kind viz. the adult-usage list is however tabooed by many on the ground that it does not represent word need of the child. How far does this difference in the sources of word-selection affect the vocabulary of a primer ?

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* Of Thorndike list.

* Published by Longmans Green & Co. Ltd., Calcutta, 1926.

As has previously been stated, there are in any form of literature a number of words which are indispensable for the expression of any and all ideas. Such words do not greatly vary from subject to subject, but agree closely in different branches of non-technical literature. These *essential* type words in the reading of an adult and a child would, unless the former relates to technical matter, be in the main uniform. For example, the B and the C lists of the writer (1) which are compiled from adult reading material of non-technical type and children's literature respectively have a high degree of agreement in the first 300 words.

Now in writing a primer the aim of the author, so far as the words are concerned, being presentation of the materials in a vocabulary which is familiar to the child and is of maximum utility to him, the author has to employ the *essential* type words, say, the first 300 words which the interest of the particular narrative requires to be introduced. Thus in the construction of the first book of Reading the commonest words compiled from general reading matter of adults would not be very different from the same compiled solely from reading materials of children, and, either is vastly superior to a haphazard selection.

The third source from which words for the primer can be taken is children's usage in Speech. When a child begins to read for the first time, he possesses a considerable spoken vocabulary. The vocabulary that is generally employed in his books is chosen for him by the adult, whereas in speech the words are all his own. This is why the spoken vocabulary is recommended for a primer. But a question may arise.

Side by side his reading lessons the child is required to do extensive free reading. The general literature of folklore and fables which he would read is mostly written in the standard form of the language. But the vacabulary as obtained from his speech would consist of a number of words, word forms and expressions peculiar to his dialect. Considerations of useful citizenship necessitate that a uniform language

(1) The B List and the C List are based on counts of 100,000 and 12,000 of running words respectively.

basis should exist. How can the child proceed with the standard form of language if his reading vocabulary is limited to his own dialect only. Moreover the child lives in, and talks about a very limited environment. One of the great purposes of reading is to take him outside that environment. Restriction of the vocabulary to that of the child himself is thus apt to limit the educational value of the reading material.

But the essential point in this much discussed matter is this—that after eliminating dialect and more necessary words, there is actually little difference between the first 500 words of an adult frequency or a child frequency list. And it is the first 500 words with which we are mainly, indeed almost solely, concerned. Of the 312 words introduced in the Experimental Bengali Primer as many as 289 words belong to the C List which, it should be recalled, consists of 509 words.

3. The Number of Words to be used in a Primer.

The problem as to how many different words can be introduced in a primer is yet to be explored. Missing out the number of days on which the child may not read, it appears that out of 52 weeks in the year the child will have lessons for about 260 days. If he learns four new words per day, he will acquire 1040 words in the course of a year, that is to say, more than 500 words in a half-year—the period that is ordinarily covered by a Primer.

Selke's (1) analysis of twelve English primers gives 406 words as average range of vocabulary in them. In the analysis of the ten Bengali primers made by the writer the range comes to 433 words. This resemblance in the extent of vocabulary between English and Bengali primers confirms the hypothesis that the standard size of the vocabulary of six months' work is about 500 words. But the Experimental Primer teaches only 312 words. One of the objects in the construction of the Primer was to find out how soon a child can learn to read his mother-tongue. An endeavour was therefore made to reduce the number of words in the Primer to the minimum. The book was easily finished by a group of children in two months and a half.

(1) A Study of the vocabularies of Beginning Books in Twelve Reading Methods. The Elementary School Journal. June, 1922.

4. Type of Stories.

In order to determine what type of narratives appeals most to a Bengali child an investigation was made with 112 city children. As our object was to discern the choices of the beginners, beginners alone ought to have been consulted. But this could not be done because of lack of an adequate number of such pupils. So the lowest grade boys of four good High Schools of the city were examined. Two series of six stories each, were drawn up. Each story of the series represented a definite type. The stories were read out to the children one after another, from day to day, and their opinion was recorded in small slips of paper. The two series were alternately tried. Tables 17 and 18 record the results of the experiment. The average score was obtained by awarding the value of 4, 3, 2 and 1 respectively, to the four ranks, viz., best, good, fair and bad. The average age of the boys as evidenced from their statements recorded in the slips was 8.5.

TABLE 17.
CHILDREN'S RANKING OF TYPES OF STORIES.
FIRST SERIES.

No.	Story	Type	Rank				Average score.
			Best	Good	Fair	Bad	
1.	সোনার কাঠি ও রূপার কাঠি। (The Magic Wand)	Fairy	84	25	13	...	437
2.	বাঘের বিয়ে। (The Tiger who wanted to Marry)	Animal	90	13	8	1	416
3.	আলিবাবা। (Alibaba and the Forty Thieves)	Adventure	71	34	7	...	400
4.	মা দুর্গার নামে চিঠি। (A letter to the Goddess Durga)	Religious	66	34	12	...	390
5.	কাক ও শৃগাল। (The Crow and the Jackal)	Fable	34	51	33	4	359
6.	ঘোড়ার ডিম। (The Horse's Egg)	Humorous	50	26	32	4	346

TABLE 18.

CHILDREN'S RANKING OF TYPES OF STORIES.
SECOND SERIES.

No.	Story	Type	Rank				Average score.
			Best	Good	Fair	Bad	
1.	বেঙ্ রাজা । (The Frog Prince)	Fairy	80	24	8	...	408
2.	নীলবর্ণ শৃগাল । (The Jackal who was painted Blue)	Animal	76	33	2	1	408
3.	রাক্ষস খোক্কস । (Rakshasa and Khokshasa)	Adventure	80	13	16	3	394
4.	গোপাল ও দধির ভাণ্ড । (Gopal and the Pot of Curds)	Religious	59	29	19	5	366
5	ধর্মবুদ্ধি ও পাপবুদ্ধি। (Virtue and Vice)	Fable	43	37	10	22	325
6.	কে বড় বোকা ? (Who is the greater Fool?)	Humorous	41	26	19	26	306

The data here are too meagre to afford anything more than a suggestion. It was found in the process of experiment that the method adopted was faulty. It appeared that the matter of reading and the nature of the precis used, affected children's impression to a great extent.

The various investigations into children's reading interests tend to emphasize the belief that in the early period the interest of the child centres round animal stories, then it shifts to fairies, and eventually, it enlarges into adventures : this characteristic, as Terman (1)

(1) Terman L. M.—Genetic Studies of Genius, Vol 1., 1926. P. 448.

opines, is common up to age 9 or 10 in both the sexes. The present investigation however does not show much differentiation in children's choices. It tends to recommend animal, fairy, adventure and religious stories, all in the initial stage. This may be ascribed in part to the insufficient data on which the investigation is based. The findings of Dunn (1) however suggest that each of the four classes of stories should have a place in children's reading. In speaking about the results of this investigation Dunn remarks, "Throughout this investigation nothing has been found which, from the standpoint of interest, warrants the highly partial selection at present characteristic of readers". And in fact, the children of the experimental class where the primer edited by the writer was taught, (see Table 20.) appreciated the adventure element as much as the animal element in in narratives.

Western scholars lay hardly any stress on religious stories. There are of course Bible stories but these do not seem to be at all common at this stage. Tingelstad's (2) study shows "complete elimination of the religious element from readers." It is different in Bengal. The Bengali child has a greater taste for religious stories than the English child.

The various investigations on children's choice in reading reveal that there is no exact evidence as to which particular type of narrative children like to read in the elementary stage. Very likely, 'animalness' is the core of interest of a chiid of 8 years and younger. Of the nine narratives used in the Experimental Primer, the first three were animal stories.

5. Place of Poetry in a Primer.

The investigations of Dunn (3), Chamberlain (4) and Jordan (5) tend to show that children do not prefer poetry. West (6) observes,

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(1) Uhl, W. L.—The Materials of Reading, PP. 99—105.
(2) Supplementary Educational Monographs, No, 28. Table, LIII. P. 160.
(3) Op. cit. Table XLIV. P. 160.
(4) and (5) Op. cit. Page, 161.
(6) West, M.—Lerning to Read a Foreign Language, P. 53.

"poetry should not, properly, be introduced until at a very late stage." Uhl's (1) views are however different on this point. Chubb urges that "poetry must be the staple of literary diet in Primary grades." Starch remarks, "Poetry begins as a large item in the first grade." This seems to emphasize the introduction of poetry in early reading, but poetry has not been included in the experimental course of Reading.

6. Informational Material.

Although opinions vary as to the suitability of this type of matter for the elementary grade, Uhl's findings leave no doubt that informational material is not unsuitable for children. But it is difficult to introduce such matter until the vocabulary has developed to a size of 700 words or so. This is why informational material has not been incorporated in the Primer.

7. Plan of Lessons.

The peculiar type of reading lessons that one finds in the Readers is the result of the prevalence of oral types of lessons in the schools. The good old method is for a boy to stand in front of the class, read a line or two and then to make room for the 'next' who reads his portion, and gives place to another 'next'. This monotonous mode of reading is neither oral nor silent reading. "It is", says Uhl, "learning to read by not reading." Boys simply learn to mark time and not to read for expression (oral reading) or for meaning (silent reading). It is at best an exercise to the vocal chords. The spirit is sacrificed in this type of reading.

In the very early stages of reading, the child recognizes but a single word at one fixation of the eye. These fixations are rapid, and short. The eyes move by jerks and pause in a very irregular manner, and there are frequent fixations. So the child tends to pronounce each word aloud and also to read slowly. The reading units, viz. sentences need therefore be short and carefully worded

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(1) Supplementary Educational Monographs. P. 161.

in the initial stage. This means that words are required to be such as can be easily grouped. Dearborn, as O'Brien states, found that facilities provided for grouping words reduce the frequency of fixations.

The intermingling of action-sentences, puzzle-pictures, matching of pictures and such other devices are all meant to give practice in the elementary mechanism of silent reading: comprehension being tested by precise actions. These types of practice exercises have been used at the beginning of the book. Many of the lessons thus serve both the purposes of oral and silent reading. "As the ability to recognize words increases the power to recognize larger and larger units at a single fixation of the eye develops." (1) The child's speed in silent reading supersedes the rate of his articulation. These larger fixations refer to the ability of acquiring thoughts from larger units. The child learns to pick up thoughts from among a number of sentences by rejecting the non-important matters. It is precisely this habit that silent reading seeks to form. In order that this habit may properly develop, Kendall and Mirick (2) recommend "frequent exercises in silent reading, not followed by oral reading, but by spirited questioning that does not go too much into detail". Stone, Klapper and Gates suggest various other types of silent reading exercises.

"Boys", says Gooroo Das Banerjee, (1) "should be taught to read their lessons with correctness and ease". In reading as in all other phases of activities, this ease of performance is the key to improvement. By 'ease of performance' is not implied an easy task. It simply suggests that in asking the boy to react on the particular situation of a given lesson, the mental 'set', as Thorndike puts it, as well as other psychological needs of the boy ought to be taken into account. To recognize this in the case of a normal child is to ensure ease of performance*. This belief has guided the writer at

(1) Gray, W. S.—Studies of Elementary School Reading through Standardized Tests. Quoted from Smith's 'The Reading Process', P. 167.

(2) Kendall and Mirick—How to Teach the Fundamental Subjects. Discussed by Stone in his Silent and Oral Reading, P. 59.

(1) Education, S. K. Lahiri &co., Calcutta, 1910. P. 47.

* Thorndike's appelation of 'satisfiers' to the category of teachers is apt indeed.

each stage of the construction of the Experimental Primer. Fifty percent of the matter of the Primer consist of stories which are written in easy expressions and are divided into small units ranging from 15 words (the first para of the first narrative) to 118 words (the last para of the last story). The increase has been very gradual. At top of each unit are given short but pivotal questions, and they are so cautiously worded as to urge the reader to get at the actual answer. This looking out for correct answer demands elimination of such stuff from the unit as is unnecessary or irrelevant to the question. The sooner the child can find the answer, the keener is his interest. Underlining the answer and writing the number of the corresponding question against the answer in the text will grip and hold the attention of the child, for, "the reader finds the most when he knows just what he is looking for." According to West (1), "that quality which enables a man to tear the heart out of a book, the power of surveying materials rapidly and snatching from them just what is needed, is the essence and the severest test of reading ability, the most useful and most necessary type of reading response." The writer is inclined to think that the plan he has pursued in his Experimental Primer will teach the child "to tear the heart out of" each unit. The answers to the questions are all short and definite, so that only an attitude of reading is needed to find them. Palmer emphasizes 'extreme facility and extreme accuracy' in all language work and this is available in the Primer.

9. Revision Exercises.

At the end of the Primer are added a series of short paragraphs calling into play 'different types of mental reaction'. The paragraphs exercise nearly all the words used throughout the book.

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(1) Billingualism, P. 164.

CHAPTER V

CRITICISM OF THE PRIMER

1. The Experiment.

Having prepared the Primer on the line described in the last chapter, it was tested in one of the girls' schools of the city and in the Zenana classes. For convenience, the former will be spoken of as class A and the latter as class B. In order to discover the flaws in the lessons directly, and to put himself in actual touch with the nature of difficulties that beginners experience in reading, the writer himself conducted the teaching work of class A.

Only one of the 15 girls (age 7 to 8 years) of class A could read all letters at sight. She could read also sentences. The class finished the book in 2 months and 15 days, viz. 58 sittings of 45 minutes each. The girls were not allowed to take the book home or use it at any time other than the period fixed for reading lessons. During the experimental period the girls had no other exercise in reading to do at school. Three of the 15 girls who were very irregular were excluded after a fortnight's trial.

There were 22 girls in class B (age 9 to 12 years) of whom 14 could read sentences. Both the classes began in the same week, but owing to vacations the work of this class had to be suspended for about 3 months. The actual working period was about 6 months.

Both the classes were then tested by the Kansas Silent Reading Test Nos. I & II. *.

In regard to class B no comparison is possible, because some of the pupils could read already. In regard to class A the score was

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* Kelley. F. I.—State Normal School, Emporia, Kansas City. "A series of short unrelated paragraphs demanding different types of mental reaction constitute this test. The selections are graded for rate and comprehension ... Gradation is determined not by the relative number of pupils able to read a selection but by the relative amount of time required to read it."

Kansas I, 3 and Kansas II, 1.6. This was after two and half months' tuition. The scores of the same tests in class II of three other schools, viz., X, Y and Z are :

School		Score in K. I.		Score in K. II.
X*	...	4.3	...	4.1
Y	...	3.9	...	2.5
Z	...	7.7	...	5.9

Evidently the result is not conclusive, nor is it as satisfactory as it ought to be. The teaching experiment should have extended over a longer period. But in the meantime certain defects were discovered in the reading book. It was necessary first to remedy those defects before a further experiment could be attempted.

2. Limitations of the Experimental Primer.

The difficulties as they were experienced by the children, lesson after lesson, are set forth below :

(1) The "picking out" process did not seem to ensure recognition of letters. It was discovered that most of the children could not recognize the letters just marked off in the bunch above. This was supposed to be due to inadequate drilling. So the letters were hectographed in various assortments and were then set to be used. This was continued for three days. No appreciable improvement was noticed. Then the children were given practice in words constituted of the letters. This worked satisfactorily.

(2) Children tend to attach no meaning to disjointed sentences.

(3) Writing the symbos of the vowels behind the letters, e. g., ক ি=কি creates confusion. One girl could not distinguish between ৰ and ৰ।

(4) The first five lessons took up the first week of the experiment. On the first day children were found to be incapable of underlining

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* A good Government Institution.

anything. Only four girls could hold a pencil of any size. The pencils had to be cut to smaller sizes. On the third day three girls could mark according to instructions. On the sixth, eight more girls could do the underlining. One girl however took twenty sittings to understand the meaning of underlining.

(5) At this stage pronouns present great difficulties to children.

(6) Not a single child could do 'filling-in' exercises.

(7) It is useless to introduce narratives before children get a fair mastery of the mechanism of reading. In the experimental draft the story was introduced far too early when the child could read only 67 words. Some of the girls could answer questions on the story orally, but they could not underline the answers.

(8) The uni's in the first story need to be smaller and the sentences, simpler. The average length of the units in the first story was twenty words.

(9) Better to delay the story than to present a patched up narrative. The first story ought to be the very best narrative possible within the vocabulary. The first story of the primer was not good. The second story contained involved expressions. If the first narrative be not sufficiently easy reading, it may create an adverse attitude in the child.

(10) The questions had better be placed at the left rather than at top of the units Insertion of questions between the units tends to break up the link. Some of the girls were seen reading the story, placing a piece of paper on the questions.

(11) Once a word has been learnt the different forms of it, unless they are very peculiar, do not present difficulty.

(12) Action drills, picture matching, and picture reading are very useful if they are simple and short.

(13) Children do not appreciate sub-plots. The Second episode of the story of ডালিম কুমার narrating the rescue of the princess was better understood than the first. Consequently most of the girls after they had finished it could not tell how the story began.

(14) Children do not favour long stories. The reason is obvious. Reading is for enjoyment and if a long time is required for reading a story through, the child would be restless. The average length of the

primer under review was confined to 526 words. If the speed be 1 word per second*, a child would take 500 seconds, i. e., about 9 minutes, to read a story. But 9 minutes' time in getting out the point of the story can not be said to be a strain upon the concentration of the child. Why then were there signs of boredom at the later part of many of the stories ?

An inquiry was made. Each girl was asked to read two stories of the primer, all to herself and omitting the questions. One girl finished one story in seven minutes and the other story was done in nine minutes. The rest of the girls took 10 to 12 minutes to do it. They were then given slips to write one-word answer to questions set on the stories. The answers indicated that the comprehension was fairly good. Now in the experimental class the child took 50 to 60 minutes in finishing a story of similar length. Doing the story, we should remember, involved threefold actions, viz., (i) finding answers to questions, (II) underlining the answers and (III) writing the numbers of questions against the answers in the text. Obviously then this difference in the amount of time was due to the questions. Questions however cannot be omitted for they are needed for motivation and for training children in bringing out the major thoughts. Therefore the silent reading lessons are to be so designed that the story together with the questions set on it can be worked out in 10 to 15 minutes. The less the time taken, the keener the interest.

3. Errors in Beginning Reading.

The table below records the various types of errors children were found to make in the experimental class during the last month of their training period : previous records were not kept. The figures in the table indicate the percentage of errors committed in different reading situations The idea was to verify McGrath's findings.

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*To an American boy of Grade I (age 6 to 7) the rate of reading is 1.5 words per second.

TABLE 19.

ERRORS IN BEGINNING READING IN THE EXPERIMENTAL
CLASS AND IN MCGRATH'S STUDY.

			Experimental Class A.	McGrath's Study.*
1.	Non-recognition	...	17%	23%
2	Defective experession	•••	13%	13%
3.	Omission of words	...	13%	3%
4	Difficulty at end of words	...	10%	8%
5.	Replacing words	...	9%	21%
6.	Difficulty in keeping place	...	7%	7%
7.	Difficulty in the beginning of words		6%	5%
8.	Repetition	...	7%	—
9.	Difficulty due to faulty writing		5%	1%
10.	Pronunciation	•••	4%	9%
11	Difficulty in the middle of words		4%	1%
12.	Meaningful omission of sentences		2%	3%
13.	Addition	...	1%	1%
14.	Difficulty with enunciation	...	—	2%

McGrath "secured stenographic lesson reports of twenty-five recitations in first grade reading and tabulated all the errors."

4. Children's preference in stories.

From table 20 below, the reader will obtain some idea of the relative interest of children in different types of stories. The results are based on the rating of ten children of the experimental class and do not indicate that children's preferences are confined to a particular type of narrative of only. They do not also seem to be in conflict with the findings recorded in tables 17 and 18 (P. 46 & 47).

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*The percentages are re-arranged from Supplementary Educational Monographs. No. 28. Table XXIX. The decimal places are omitted in both the cases.

TABLE 20.

CHILDREN'S ESTIMATE OF STORIES OF THE
EXPERIMENTAL PRIMER.

No.	Story	Type	Lesson	Rank
1.	বেঙ্ রাণী । (The Frog prince.)	Fairy	29	1
2.	রাক্ষস ক্ষোক্ষস । (Rakshasa and khokshasa.)	Adventure	32	2
3.	বাঘ ও বক । (The Tiger and the Stork.)	Animal	18	3
4.	ফুল্কি । (Little Red Riding Hood.)	Fairy	23-24	4
5.	ঘোড়ার ডিম । (The Horse's Egg.)	Humorous	27	5
6.	ডালিম কুমার । (The Prince and the Jewel.)	Fairy	31	6
7.	বাদল । (The Giant in the Jar.)	Fairy	21	7
8.	বাঘের বিয়ে । (The Tiger who wanted to Marry.)	Animal	15	8
9	আর এক কান কই ? (The Monkey who lost his Ear.)	Animal	10	9

5. Revision of the Experimental Primer.

From the previous discussion it will be evident that the Experimental draft needed immediate revision. The Primer was therefore recast in the light of the experiment. It should not be supposed that the rivised edition is the final form. It is certainly yet open to improvement. "In fact the book should be kept for ever standing in type, for ever under revision, for ever being improved." (1).

(1) Learning To Read A Foreign Language, P. 19. For the Technique of Construction of Primary reading meterials, see Dacca University Bulletin, No. XIII, Pp. 23-26.

6. The Principles of Construction of Primer in the Mother-tongue and Other tongue.

In revising the primer on the basis of the results of the experiment, a comparision of the various features of the steps involved in preparing a primer in mother-tongue with those in a foreign language was considered to be useful.

Speaking about the criteria of reading books, West discusses in his Bilingualism, certain principles which he considers to be "axiomatic" in the teaching of reading in a foreign language. We shall here consider the value of those principles in connection with the construction of reading material in the mother-tongue. The points, according to West, are :

(1) The pupils should at the earliest possible moment derive pleasure and a sense of power from the study.

(2) Words should be learned by practice in actual reading situations, not memorized as "Vocabularies."

(3) New words should appear at regular intervals, not in a mass.

(4) The matter of the readiug-book should be suited to the age of the foreign pupil

The first of the maxims is, for obvious reasons, essential to all books of beginning reading. The other three principles are but deductions from the first. Without these no reading matter can create genuine interest in the readers and unless a child feels real interest in his books, it is futile to try to make him conscious of 'pleasure and a sense of power' from the reading.

Seven corollaries drawn by West as criteria for reading courses in the foreign language are :—

A. The number of new letters in the Primer in each successive 100 words (first, second, third and fourth hundred).

B. The number of words in the child's vocabulary when the first continuous narrative is introduced (including in the count the words used in the first narrative).

C. The number of running words of text per new word of vocabulary.

D. The number of new words introduced per 100 words at the beginning and at the end of the book (calculated from 400 words at each point).

E. Avoidable words of low frequency expressed as a percentage of the total number of new words in the vocabulary.

F. The number of Synonyms (each pair counting as one) expressed as a percentage of the total number of new words in the vocabulary.

G. The mental age of the book divided by the actual age of the children for whom it is intended

Now reading being fundamentally a phase of language behaviour the general conditions of the reading process in the mother-tongue and in other tongues are very much the same. The difference consists in the fact that in reading out mother-tongue, we do not have ordinarily to interpret words. We simply have to recognize the words which we already know. A bond is formed between the original auditory image and the visual impression presented before us in print. In foreign language, however, the auditory impression is often absent. We form a link between the visual image of the word and the meaning attached to it. So reading in a foreign language involves recognition and interpretation, while in the mother-tongue one is concerned with recognition only. This is apparently a great advantage to the author constructing reading materials for the beginners in the mother-tongue.

It will now be our purpose to consider the applicability of the criteria (A to G) as detailed above in the three primers, viz., (i) the Experimental Primer, (ii) the New Bengali Primer—the revised draft of it and (iii) the New Method Readers I A used in teaching English.*

A. The number of letters introduced in the first 100 words in the original draft was 7 : in the next hundred, it was 2. The revised draft was not very different in this matter. The new Method Reader used 5 letters in the first 200 words and only 1 in the next 150 words.

The earlier lessons in the beginning books stand as a process for the building up of a working vocabulary. So practice exercises

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* Prepared in accordance with the principles and published by Longmans Green & Co., Ltd., Calcutta, 1926.

crowd thick in the earlier part of the book. Once the working vocabulary has developed to a certain extent, narratives come in as a matter of course. For obvious reasons, in the earlier lessons the letters tend to cluster and they occur at much wider intervals in the latter portion of the book. In the original draft as well as in the Bengali Primer only about one-fifth of the alphabet is covered by matter which goes to fill half of the book. In the New Method Readers I A, less than two-fifths of the alphabet are taught within the same space. The rate of introduction of new letters is thus much slower in the English primer. The fewer the letters in the first week's work, the easier it is for the child to do.

B. The first narrative of the Experimental draft was based on a vocabulary of only 66 words. It was found difficult to write any suitable piece within this vocabulary. An attempt was made to write the same story in Sanscrit with different vocabulary of the same size. It could not be done. The story in the revised edition was delayed till the vocabulary was as large as 111 words, and, very little difficultly was experienced. So this fits in with the observation that it is "not reasonable to expect narrative when the vocabulary is much below 100 words." (1). In the New Method Readers I A the story comes in when the child knows only 142 words.

C. The new-word-density or the number of new words per hundred running words is 26.1, 23.2 and 41.0 in the Experimental Primer, the revised draft of it and in the New Method Readers I A, respectively. Reading the mother-tongue in the lower grades does not call forth so much attention to meanings as to recognition of words. Once the reading habits are formed, the difficulty of recognition greatly diminishes. Thus word-mastery proceeds rapidly in the mother-tongue. Although in the first six lessons of the Experimental class supplementary reading materials had to be used, it appeared (towards the middle of the book) that 50% of the practice exercises could be eliminated. Errors of faulty recognition were in fact negligble in the last twelve lessons of the primer. The provision of practice exercises

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(1) Bilingualism, P. 227.
   Also Learning To Read A Foreign Language, P 25.

in those lessons was intended more to increase facility of reading than to improve recognition of new words. But it is different in the foreign tongue. Here children have to interpret the meanings as well as the symbols they read, and, the bond being two-fold, repetitions of the words are more necessary· than what it is in¹ 'the' mother-tongue. Therefore the new-word-density of a primer in the mother-tongue must not be so high as that in a foreign tongue. Twenty-five new words per 100 running words cannot be considered to be excessive. Reed's(1) statement that the optimum frequency of a new word in the first two grades should be between 25 to 35 times is rather vague. Each new word, according to West, *"should occur at least three times in the paragraph and as often as possible in the rest of the lesson of story."* But that seems to be too much. So much drilling may cause 'fading of interest.' Besides frequent repetitions in close sequence impair the style of the language to some extent. The repetition must therefore be reduced to the minimum. The ideal thing would be, as McMurry(2) suggests, to let the child read a number of books on the same or on somewhat extended vocabulary and not to repeat the words so many times in the same paragraph. In that case the style of the book also would not deteriorate.

D. The number of words introduced per hundred words in the beginning and in the end of the book cannot have any conformity for the same reason as in the case of the number of letters. They are closely connected. The introduction of the more useful letters can ˈnot be delayed. They are soon required for building up a working vocabulary and when a number of words are drawn in, the construction of narrative becomes a plain-sailing. This applies equally in the case of the mother-tongue and the foreign tongue. The number of new words in the first and last 1,200 words in the three primers are 51 & 24: 108 & 33 and 110 & 29, respectively. The remaining criteria are not relevant to the present problem.

One last point remains, namely, that the amount of reading matter should be adequate.

(1) ˉ Reed, H. B.—Psychology of Elementary School Subjects.
(2) McMurry, C. A.—Special Methods in Reading in the Grades, P. 125.

Beginners read at a rate of about 40 words per minute. Hence they will read from 1200 to 1600 words in an ordinary school period of straight uninterruped silent reading.

This amount of reading need not be supplied actually in the text : but adequate Supplementary Readers written within the vocabulary of the class reading the book should be provided.

BOOK II.

THE VOCABULARY LISTS.

THE B LIST

An Alphabetical List of 1,012 Commonest Words

in the Bengali Language.

KEY

The letters following the words - at the right indicate the Groups to which they belong, e. g.,

        ক   represents Group I. (253 words).

        খ   ,,   ,,   II. (249 ,,).

        গ   ,,   ,, III. (246 ,,).

and ঘ   ,,   ,, IV. (264 ,,).

অংশ	থ	অন্তর (১)	গ	আকার	থ
অগ্নি	থ	অন্ধকার	থ	আকাশ	ঋ
অগ্র	ঘ	অন্ন	গ	আক্রমণ	ঘ
অগ্রসর	ঘ	অন্ত্য	ক	আগুন	ঘ
অঙ্গ	থ	অত্যান্ত্য	থ	আগে	থ
অতএব	গ	অপমান	ঘ	আঘাত	থ
অতি	ক	অপর	থ	আছে	ক
অতিশয়	গ	অপেক্ষা	ক	আজ	ক
অতীত	ঘ	অভাব	থ	আজ্ঞা	গ
অত্যন্ত	থ	অমনি	গ	আত্মা	ঘ
অত্যাচার	গ	অর্থ (২)	গ	আত্মীয়	ঘ
অথচ	গ	অর্থ (৩)	থ	আদর	গ
অথবা	গ	অর্থাৎ	থ	আদর্শ	ঘ
অদ্ভুত	ঘ	অর্দ্ধ	গ	আদি (১)	ক
অধিক	ক	অর্দ্ধেক	ঘ	আদেশ	থ
অধিকাংশ	থ	অল্প	থ	আনন্দ	ক
অধিকার	থ	অবধি	গ	আনিবে	ক
অনন্ত	ঘ	অবলম্বন	গ	আপনাকে	গ
অনিষ্ট	গ	অবশ্য	থ	আপনাদের	ঘ
অনুভব	ঘ	অবস্থা	ক	আপনার	ক
অনুরোধ	গ	অশ্রু	গ	আপনি	ক
অনুসারে	থ	অসম্ভব	গ	আমরা	ক
অনেক	ক	অস্ত্র	গ	আমাকে	ক
অন্ততঃ	গ	আকর্ষণ	গ	আমাদের	ক

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(১)	হৃদয়	(১)	প্রভৃতি
(২)	টাকা পয়স		
(৩)	তাৎপর্য্য		

আমার	ক	ঈশ্বর	গ	উল্লেখ	গ
আমি	ক	উক্ত	গ	উহা	ক
আয়োজন	ঘ	উচিত	ক	ঊর্দ্ধ	গ
আর	ক	উচ্চ	খ	ঋষি	ঘ
আরম্ভ	ক	উজ্জ্বল	গ	এই	ক
আরোহণ	ঘ	উঠিল	ক	এইরূপ	ক
আলোক	ক	উড়িয়া	খ	এক	ক
আলোচনা	গ	উত্তম	ঘ	একখানা	ক
আবদ্ধ	গ	উত্তর (১)	খ	একটু	ক
আবশ্যক	খ	উত্তর (২)	ঘ	একত্র	ঘ
আবার	ক	উৎকৃষ্ট	ঘ	একা	গ
আবৃত	ঘ	উৎপত্তি	ঘ	একান্ত	ঘ
আশঙ্কা	ঘ	উৎসাহ	ঘ	একেবারে	ক
আশা	ক	উদ্দেশ্য	গ	এক্ষণ	খ
আশীর্ব্বাদ	ঘ	উদ্ধার	ঘ	এখন	ক
আশ্চর্য্য	খ	উন্নতি	গ	এখানে	ক
আশ্রয়	গ	উপকার	গ	এত	ক
আসন	গ	উপদেশ	গ	এমন	ক
আসিয়া	ক	উপযুক্ত	খ	এবং	ক
আহা	গ	উপযোগী	ঘ	ঐ	ক
আহার	থ	উপর (৩)	ক	ও	ক
ইচ্ছা	ক	উপর (৪)	খ	ঔষধ	থ
ইতিহাস	ঘ	উপস্থিত	ক	কখন	ক
ইত্যাদি	ঘ	উপায়	ক	কঠিন	গ
ইহা	ক	উভয়	থ	কণ্ঠ	ঘ

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(১)   জবাব

(২)   দিক

(৩)   ঊর্দ্ধ

(৪)   প্রতি

কত	ক	কাটিতেছিল	ক	ক্রয়ক	ঘ
কতক	খ	কাতর	খ	কে	ক
কথা	ক	কান	ঘ	কেন	ক
কচ্ছা	ক	কাপড়	ক	কেমন	খ
কপাল	ঘ	কারণ	ক	কেবল	ক
কম	গ	কার্য্য	ক	কেহ	ক
কমিল	ঘ	কাল (১)	ক	কোথাও	খ
ক্ষয়	গ	কাল (২)	গ	কোথায়	ক
কয়েক	ক	কাহাকে	গ	কোন (ন্)	গ
কর (১)	গ	কাহার	ক	কোন	ক
করে (২)	ক	কাহিনী	ঘ	কোমল	ঘ
কর্ণ	গ	কি	ক	কোলে	গ
কর্তব্য	খ	কিংবা	গ	কৌশল	গ
কর্তা	গ	কিছু	ক	ক্রমশঃ	ঘ
কর্ম্ম	ক	কিঞ্চিৎ	গ	ক্রমে	থ
কল	গ	কিনা	থ	ক্রিয়া	ঘ
কল্পনা	ঘ	কিনিল	ঘ	ক্রোধ	ঘ
কবি	ঘ	কিন্তু	ক	ক্ষণ	ক
কণ্ঠ	ক	কিরণ	ঘ	ক্ষতি	ঘ
কহিল	ক	কিরূপ	থ	ক্ষমতা	থ
কাঁদিতেছিল	ক	কিসের	ঘ	ক্ষমা	ঘ
কাঁপিতে	ঘ	কীর্ত্তি	ঘ	ক্ষয়	ঘ
কাগজ	গ	কু	গ	ক্ষুদ্র	থ
কাছে	ক	কুকুর	গ	ক্ষুধা	ঘ
কাজ	ক	কুমার	ঘ	ক্ষেত্র (১)	খ
কাজেই	ঘ	কুল (৩)	ঘ	খও	ষ

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(১) উৎপাদক	(১) সময়	(১) স্থল
(২) ক্রিয়াপদ	(২) রং	
	(৩) বংশ	

খবর	ঘ	গাহিতে	গ	চলিতে	ক
খাইয়া	ক	গুণ	ক	চা	ঘ
খাদ্য	থ	গুরু	গ	চাউল	ঘ
থাবার	ঘ	গুলি	ক	চাঁদ	গ
খুঁজিতে	গ	গৃহ	ক	চাকর	ঘ
খুলিয়া	থ	গৃহস্থ	ঘ	চাপিয়া	গ
খুব	ক	গেল	ক	চারি	থ
খেলা	ক	গোল (১)	ঘ	চারিদিক	গ
খেলিতেছিল	থ	গৌরব	গ	চাষ	ঘ
গড়িয়া	ঘ	গ্রহণ	থ	চাহিয়া (১)	ক
গণ	ক	গ্রাম	থ	চাহিল (২)	ক
গত	থ	ঘটনা	গ	চিকিৎসা	ঘ
গতি	থ	ঘটিল	থ	চিঠি	গ
গন্ধ	গ	ঘণ্টা	ঘ	চিত্ত	থ
গভীর	গ	ঘন	ঘ	চিত্র	থ
গমন	থ	ঘর	ক	চিনিতে	ঘ
গরম	গ	ঘিরিয়া	ঘ	চিন্তা	থ
গরীব	গ	ঘুম	ঘ	চির	থ
গরু	গ	ঘুমাইল	ঘ	চিহ্ন	ঘ
গর্ত	ঘ	ঘুরিতে	গ	চীৎকার	ঘ
গলা	ঘ	স্বর্ণ	ঘ	চুরি	গ
গলিতে	গ	ঘোড়া	গ	চুল	ঘ
গল্প	গ	চক্ষু	ক	চেয়ে	ঘ
গা	থ	চড়িল	গ	চেষ্টা	ক
গাছ	ক	চন্দ্র	ঘ	চোখ	ক
গাড়ী	থ	চরিত্র	ঘ	চোর	গ
গান	থ	চর্ম	ঘ	ছড়াইয়া	ঘ

(১)	গোলাকার	(১)	দেখিয়া
		(২)	ঘাটিল

ছবি	খ	জাহাজ	গ	তৎ	খ
ছাড়া (১)	গ	জিজ্ঞাসা	ক	তৎক্ষণাৎ	ঘ
ছাড়িয়া	ক	জিনিস	খ	তথাপি	ঘ
ছাত্র	খ	জীব	খ	তথায়	ঘ
ছায়া	খ	জীবন	ক	তলে	খ
ছিঁড়িয়া	গ	জেলা	গ	তবু	গ
ছিল	ক	জোর	খ	তবে	ক
ছুটি	ঘ	জ্ঞান	খ	তাই	ক
ছুটিল	খ	জ্যোতিঃ	গ	তাড়াতাড়ি	ঘ
ছেলে	ক	জ্বলিয়া	খ	তাপ	ঘ
ছোট	ক	ঝড়	ঘ	তারপর	থ
জগৎ	থ	ঝুলিতেছিল	ঘ	তাহা	ক
জন	ক	টাকা	ক	তাহাকে	ক
জন্তু	গ	টানিয়া	খ	তাহাদিগকে	খ
জননী	গ	টুকরা	ঘ	তাহাদের	ক
জন্ম	খ	ঠাকুর	গ	তাহার	ক
জন্মে	খ	ঠিক	ক	তাহারা	ক
জন্তু	ক	ডাক	গ	তিন	ক
জমি	গ	ডাকিয়া	ক	তিনি	ক
জয়	থ	ডাল	গ	তীর (১)	গ
জল	ক	ঢাকিয়া	ঘ	তুই	গ
জাগিয়া	গ	ঢালিল	খ	তুমি	ক
জাতি	ক	ঢুকিল	ঘ	তুলনা	ঘ
জাতীয়	খ	ঢেঁকি	ঘ	তুলিতে	খ
জানিতে	ক	তখন	ক	তৃতীয়	গ
জায়গা	গ	তত	থ	তেমন	খ

(১) কূল

(১) ব্যতিরেকে

তৈয়ার	গ	দীর্ঘ	থ	ধন	থ
তৈল	গ	দ্বই	ক	ধনী	গ
তোমরা	থ	দুঃখ	ক	ধরিল	ক
তোমাকে	থ	দুঃখিত	ঘ	ধর্ম্ম	ক
তোমাদের	থ	দুগ্ধ	ঘ	ধাতু	ঘ
তোমার	ক	দুয়ার	গ	ধান	ঘ
তোর	ঘ	দুর্গন্ধ	ঘ	ধারণ	গ
ত্যাগ	থ	দুর্ব্বল	গ	ধারে	গ
থাকে	ক	দুষ্ট	ঘ	ধীর	থ
থামিল	গ	দূর	ক	ধূলি	ঘ
দক্ষিণ	গ	দৃঢ়	ঘ	ধ্বংশ	ঘ
দমন	ঘ	দৃশ্য	গ	নগর	গ
দল	ক	দৃষ্টি	থ	নড়িল	থ
দর্শন	থ	দেখিল	ক	নদী	থ
দয়া	গ	দেব	গ	নয়	ক
দরিদ্র	ঘ	দেবতা	থ	নয়ন	গ
দশ	গ	দেবী	গ	নর	ঘ
দাঁড়াইল	ক	দেশ	ক	নবাব	ঘ
দাঁত	ঘ	দেশীয়	গ	নষ্ট	থ
দাদা	থ	দেহ	ক	নহে	ক
দান	থ	দোকান	ঘ	না	ক
দিক	ক	দোষ	থ	নাই	ক
দিদি	গ	দৌড়িতে	থ	নাকি	ঘ
দিন	ক	দ্রব্য	থ	নাচিতে	ঘ
দিয়া (১)	ক	দ্রুত	গ	নানা	ক
দিল	ক	দ্বার	গ	নানাবিধ	গ
দিবস	ঘ	দ্বারা	ক	নাম	ক
দিবা	ঘ	দ্বিতীয়	ঘ		

(১) দ্বারা

নামক	গ	নূতন	ক	পরিয়া	খ
নামিয়া	খ	নেওয়া	ক	পরিবর্তন	গ
নারী	গ	নৌকা	খ	পরিশ্রম	থ
নিঃশ্বাস	গ	স্থায়	ক	পরিষ্কার	ঘ
নিকট	ক	পক্ষে	ক	পরীক্ষা	গ
নিজ	ক	পড়িয়া (১)	ক	পরে (১)	ক
নিতান্ত	গ	পড়িবে (২)	খ	পর্য্যন্ত	ক
নিত্য	ঘ	পণ্ডিত	ঘ	পর্ব্বত	গ
নিদ্রা	গ	পতিত	ঘ	পলাইল	গ
নিন্দা	গ	পত্নী	ঘ	পলায়ন	ঘ
নিমন্ত্রণ	ঘ	পত্র (৩)	ক	পবিত্র	গ
নিমিত্ত	গ	পথ	ক	পঞ্চ	ঘ
নিম্ন	খ	পদ (৪)	খ	পশ্চাৎ	ঘ
নিযুক্ত	গ	পদার্থ	গ	পশ্চিম	খ
নিয়ম	খ	পয়সা	ঘ	পা	ক
নির্জন	ঘ	পর (৫)	গ	পাঁচ	খ
নির্ভর	গ	পরম	গ	পাইল	ক
নির্ম্মাণ	গ	পরস্পর	ঘ	পাখী	খ
নির্ম্মিত	ঘ	পরামর্শ	ঘ	পাছে	ঘ
নিশ্চয়	ঘ	পরিচয়	থ	পাঠ	গ
নিষ্ঠুর	ঘ	পরিণত	ঘ	পাঠক	ঘ
নীচে	খ	পরিত্যাগ	গ	পাঠাইতে	ক
নীরব	গ	পরিপূর্ণ	ঘ	পাতা	খ
নীল	গ	পরিমাণ	গ	পাত্র (২)	গ

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(১) পতিত হইয়া

(২) পাঠ করিবে

(৩) চিঠি

(৪) পা

(৫) অন্ত

(১) পশ্চাৎ

(২) ভাজন

পাথর	গ	পূর্ব্ব (১)	ঘ	প্রধান	খ
পান (১)	খ	পূর্ব্বক	ঘ	প্রভাত	ঘ
পাপ	ঘ	পূর্ব্বে (২)	ক	প্রভাব	ঘ
পারে (২)	গ	পৃথিবী	ক	প্রভু	থ
পারে (৩)	ক	পৃষ্ঠ	ঘ	প্রভৃতি	ক
পার্শ্ব	গ	পেট	থ	প্রমাণ	থ
পালন	ঘ	পৌঁছিল	গ	প্রয়োজন	থ
পাশে	খ	প্রকাণ্ড	গ	প্রবেশ	ক
পাহাড়	গ	প্রকার	ক	প্রশংসা	ঘ
পিছন	ঘ	প্রকাশ	থ	প্রশ্ন	গ
পিতা	ক	প্রকাশিত	ঘ	প্রসিদ্ধ	গ
পীড়া	গ	প্রকৃত	থ	প্রস্তাব	গ
পীড়িত	ঘ	প্রকৃতি	ঘ	প্রস্তুত	ক
পুত্র	ক	প্রচার	ঘ	প্রাচীন	থ
পুড়িয়া	গ	প্রচুর	ঘ	প্রাণ	ক
পুণ্য	ঘ	প্রজা	ঘ	প্রাণী	ঘ
পুনঃ	গ	প্রণাম	গ	প্রাপ্ত	থ
পুনরায়	গ	প্রণালী	থ	প্রায়	ক
পুরস্কার	ঘ	প্রতি	ক	প্রার্থনা	গ
পুরাতন	খ	প্রত্যেক	থ	প্রিয়	গ
পুরুষ	খ	প্রথম	ক	প্রেম	খ
পুস্তক	গ	প্রদান	খ	ফল (১)	ক
পূজা	খ	প্রদীপ	ঘ	ফাটিয়া	ঘ
পূর্ণ	ক	প্রদেশ	গ	ফিরিয়া	ক

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(১) পানকরা   (১) দিক   (১) পরিণাম

(২) বিশেষ্যপদ   (২) অগ্রে

(৩) ক্রিয়াপদ

ফুটিয়া	থ	ভিন্ন	থ	মা	ক
ফুল	থ	ভীষণ	গ	মাংস	ঘ
ফেলিয়া	ক	ভুগিয়া	গ	মাথিল	গ
ফোঁটা	ঘ	ভুলিয়া	থ	মাছ	ঘ
ভক্ত	গ	ভূমি	থ	মাঝে	থ
ভক্তি	গ	ভোগ	গ	মাটি	থ
ভগবান	গ	ভোজন	ঘ	মাঠ	ঘ
ভদ্র	ঘ	ভ্রমণ	গ	মাতা	থ
ভয়	ক	ভ্রাতা	ঘ	মাতৃ	থ
ভয়ানক	গ	মঙ্গল	থ	মাত্র	ক
ভরিয়া	ঘ	মত (১)	ক	মাথা	ক
ভবিষ্যৎ	ঘ	মত (২)	থ	মানব	ঘ
ভাই	থ	মত (৩)	গ	মানুষ	ক
ভাগ	থ	মধুর	গ	মারা	ঘ
ভাগ্য	ঘ	মধ্যাহ্ন	ঘ	মারিল	থ
ভাঙ্গিয়া	থ	মধ্যে	ক	মাস	ক
ভাঙ্গার	ঘ	মন	ক	মিথ্যা	থ
ভাত	ঘ	মনুষ্য	থ	মিলিয়া	গ
ভার	থ	মন্ত্র	ণ	মুখ	ক
ভাল	ক	মন্ত্রী	ঘ	মুগ্ধ	গ
ভালবাসা	থ	মন্দ	গ	মুহূর্ত্ত	গ
ভাবিল	ক	মন্দির	থ	মূর্ত্তি	থ
ভাবে (১)	ক	ময়	থ	মূল	থ
ভাষা	থ	মরিয়া	থ	মূল্য	থ
ভাসিতে	ঘ	মহা	থ	মৃত	গ
ভিক্ষা	ঘ	মহারাজ	গ	মৃত্যু	ক
ভিতর	ক	মহাশয়	ক	মেঘ	গ

(১) প্রকারে   (১) অনুরূপ

(২) অভিপ্রায়

(৩) অনুসারে

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মেয়ে	খ	রকম	ক	লম্বা	খ
যখন	ক	রক্ত	গ	লাগিল	ক
যত	ক	রক্ষা	ক	লাভ	ক
যত্ন	গ	রচিত	ঘ	লাল	ঘ
যথা	খ	রমণী	গ	লিখিত	ক
যথেষ্ট	খ	রব	ঘ	লুকাইল	গ
যদি	ক	রস	খ	লোক	ক
যন্ত্র	ঘ	রহিল	ক	লোভ	ঘ
যন্ত্রণা	গ	রাখিল	ক	লোহ	গ
যাইতে	ক	রাগ	গ	বই	গ
যাত্রা	গ	রাজত্ব	গ	বংশ	খ
যাহা	ক	রাজা	ক	বছর	গ
যাহাদের	ঘ	রাজ্য	ক	বটে	গ
যাহাহউক	ঘ	রাণী	ঘ	বড় (১)	খ
যাহার	খ	রাত্রি	ক	বড় (২)	ক
যাহারা	খ	রাশি	খ	বৎসর	ক
যিনি	গ	রাস্তা	গ	বন	ক
যুদ্ধ	ক	রূপ (১)	ক	বন্ধ	গ
যুবক	গ	রূপ (২)	খ	বন্ধন	গ
যে (১)	ক	রেখা	ঘ	বন্ধু	খ
যে (২)	ক	রোগ	খ	বয়স	খ
যেখানে	খ	রৌদ্র	ৎ	বরং	গ
যেন	ক	লইল	ক	বর্ণ	খ
যেমন	ক	লক্ষণ	ঘ	বর্তমান	গ
যেরূপ	খ	লক্ষ্য	থ	বর্ষা	ঘ
য়ং	খ	লজ্জা	গ	বল	খ

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(১) অব্যয়	(১) সৌন্দর্য্য	(১) অত্যন্ত
(২) সর্ব্বনাম	(২) প্রকার	(২) বৃহৎ

বলিয়া (১)	ক	বালক	খ	বিখ্যাস	খ
বলিল	ক	বালিকা	ঘ	বিষয়	ক
বসিল	ক	বাবা	খ	বিসর্জ্জন	ঘ
বস্ত্র	ঘ	বাবু	খ	বিস্তার	ঘ
বজ্র	খ	বাস	খ	বিস্তৃত	গ
বহন	ঘ	বাসা	গ	বিস্ময়	ঘ
বহিতে	ঘ	বাসী	ঘ	বিস্মিত	গ
বহু	ক	বাস্তবিক	ঘ	বীজ	ঘ
বা	ক	বাহির	ক	বীর	খ
বাঁচিয়া	খ	বিক্রয়	গ	বুক	খ
বাঁধিল	খ	বিখ্যাত	গ	বুঝিতে	ক
বাকী	গ	বিচার	খ	বুদ্ধি	খ
বাক্য	ঘ	বিড়াল	ঘ	বুনিতে (১)	গ
বাগান	গ	বিদায়	ঘ	বৃক্ষ	খ
বাঘ	ঘ	বিদ্যা	খ	বৃদ্ধ	গ
বাজার	গ	বিনা	গ	বৃদ্ধি	খ
বাজিল	খ	বিপদ	খ	বৃষ্টি	গ
বাটী	ঘ	বিরুদ্ধে	ঘ	বেগ	খ
বাড়িতে	খ	বিলম্ব	ঘ	বেড়াইতে	খ
বাড়ী	ক	বিবাহ	খ	বেলা (২)	খ
বাতাস	গ	বিবেচনা	ঘ	বেশ (৩)	ক
বাধা	গ	বিশাল	ঘ	বেশ (৪)	ঘ
বাধ্য	গ	বিশিষ্ট	ঘ	বেশী	খ
বাপ	ঘ	বিশুদ্ধ	ঘ	বোধ	ক
বায়ু	ক	বিশেষ	ক	বোন্	গ
বার (২)	ক	বিশ্রাম	ঘ	বৌ	ঘ

(১) নিমিত্ত অর্থে
(২) পর্য্যায় অর্থে

(১) বপন অর্থে
(২) সময়
(৩) উত্তম
(৪) পোষাক

শব্দ	উত্তর	শব্দ	উত্তর	শব্দ	উত্তর
ব্যক্তি	ক	শুইল	ঘ	সময়	ক
ব্যতীত	ঘ	শুকাইল	গ	সমস্ত	ক
ব্যয়	ঘ	শুধু	থ	সমাজ	থ
ব্যর্থ	ঘ	শুনিয়া	ক	সমান	থ
ব্যবস্থা	ক	শুভ	ঘ	সমুদয়	ঘ
ব্যবহার	থ	শুক্র	গ	সমুদ্র	থ
ব্যস্ত	গ	শূন্য	থ	সমূহ	থ
ব্যাকুল	ঘ	শেষ	ক	সম্পত্তি	থ
ব্যাপার	থ	শোভা	গ	সম্পূর্ণ	থ
ব্রাহ্মণ	গ	শ্রী	ঘ	সম্ভব	ঘ
শত্রু	ঘ	শ্রেণী	গ	সম্ভাবনা	ঘ
শক্তি	ক	শ্রেষ্ঠ	গ	সম্মান	ঘ
শত	থ	স (১)	গ	সম্মুখ	থ
শয়ন	ঘ	সংখ্যা	গ	সম্রাট	ঘ
শরীর	ক	সংগ্রহ	ঘ	সম্বন্ধে	ক
শব্দ	থ	সংবাদ	থ	সরাইয়া	ঘ
শস্য	গ	সংসার	থ	সর্ব	থ
শান্তি	ঘ	সকল	ক	সর্বত্র	ঘ
শাসন	থ	সকা গ	ব	সর্বদা	থ
শাস্ত্র	ঘ	সঙ্গে	ক	সর্বনাশ	ঘ
শিকার	গ	সঞ্চয়	ধ	সব	ক
শিক্ষক	গ	সৎ	ঘ	সবল	ঘ
শিক্ষা	ক	সত্য	ক	সহ	থ
শিখিতে	গ	সত্বর	ঘ	সহজ	থ
শিয়াল	গ	সন্তান	থ	সহর	গ
শিশু	গ	সন্দেহ	থ	সহস্র	গ
শীঘ্র	থ	সন্ধ্যা	গ	সহায়	ঘ
শীত	গ	সন্ন্যাসী	ঘ	সহিত	ক
শীতল	গ	সভা	থ	সহ্য	থ

(১) সহিত

সাক্ষাৎ	গ	সেই	ক	স্বভাব	ঘ
সাজিয়া	গ	সেইরূপ	থ	স্বয়ং	ঘ
সাত	ঘ	সেখানে	ক	স্বর	গ
সাদা	ঘ	সেবা	থ	স্বরূপ	ঘ
সাধন	গ	সৈন্য	গ	স্বর্গ	থ
সাধারণ	থ	সোজা	ঘ	স্বর্ণ	ঘ
সাধু	ঘ	সোনা	ঘ	স্বাধীনতা	ঘ
সাধ্য	গ	সৌন্দর্য্য	ঘ	স্বামী	গ
সামাজ্য	থ	স্কুল	ঘ	স্বার্থ	গ
সাহস	থ	স্ত্রী	ক	স্বীকার	থ
সাহায্য	থ	স্ত্রীলোক	থ	হইতে	ক
সিংহ	ঘ	স্থল (১)	থ	হইল	ক
সিদ্ধ	ঘ	স্থান (২)	ক	হঠাৎ	থ
সীমা	গ	স্থান (৩)	ঘ	হয়ত	থ
সুখ	ক	স্থানে (৪)	থ	হস্ত	ক
সুখ	ক	স্থাপন	ঘ	হাঁ (১)	গ
সুখী	ঘ	স্থায়ী	গ	হাজার	থ
সুতরাং	থ	স্থির	থ	হাত	ক
সুন্দর	ক	স্নান	গ	হায়	ঘ
সুযোগ	ঘ	স্নেহ	থ	হাসি	গ
সুবিধা	গ	স্পর্শ	গ	হাসিল	থ
সুস্থ	ঘ	স্পষ্ট	ঘ	হিসাব	গ
সূক্ষ্ম	ঘ	স্রোত	ঘ	হীন	থ
সূর্য্য	থ	স্ব	গ	হৃদয়	ক
সৃষ্টি	গ	স্বদেশী	ঘ	হেতু	ঘ
সে	ক	স্বপ্ন	ঘ		

(১) ভূমি   (১) স্বীকার উক্তি
(২) জায়গা
(৩) ভাজন
(৪) পরিবর্ত্তে

THE B LIST

One Thousand and Twelve Commonest words

(in Four Groups).

GROUP I.

অতি	ইহা	করে
অধিক	উচিত	কর্ম্ম
অনেক	উঠিল	কণ্ঠ
অল্প	উপর (১)	কহিল
অপেক্ষা	উপস্থিত	কাঁদিতেছিল
অবস্থা	উপায়	কাছে
আছে	উহা	কাজ
আজ	এই	কাটিতেছিল
আদি (১)	এইরূপ	কাপড়
আনন্দ	এক	কারণ
আনিবে	একখানা	কার্য্য
আপনার	একটু	কাল (১)
আপনি	একেবারে	কাহার
আমরা	এখন	কি
আমাকে	এখানে	কিছু
আমাদের	এত	কিন্তু
আমার	এমন	কে
আমি	এবং	কেন
আর	ঐ	কেবল
আরম্ভ	ও	কেহ
আলোক	কখন	কোথায়
আবার	কত	কোন
আশা	কথা	ক্ষণ
আসিয়া	কন্যা	থাইয়া
ইচ্ছা	কয়েক	খুব

(১) প্রভৃতি	(১) ঊর্দ্ধ	(১) সময়

খেলা	ডাকিয়া	ধরিল
গণ	তখন	ধর্ম্ম
গাছ.	তবে	নয়
গুণ	তাই	নহে
গুলি	তাহা	না
গৃহ	তাহাকে	নাই
গেল	তাহাদের	নানা
ঘর	তাহার	নাম
চক্ষু	তাহারা	নিকট
চলিতে	তিন	নিজ
চাহিয়া (১)	তিনি	নূতন
চাহিল (২)	তুমি	নেওয়া
চেষ্টা	তোমার	ন্যায়
চোখ	থাকে	পক্ষে
ছাড়িয়া	দল	পড়িয়া
ছিল	দাঁড়াইল	পত্র (১)
ছেলে	দিক	পথ
ছোট	দিন	পরিমান
জন	দিয়া (১)	পরে (২)
জন্থ	দিল	পর্য্যন্ত
জল	দুই	পা
জাতি	দুঃখ	পাইল
জানিতে	দূর	পাঠাইতে
জিজ্ঞাসা	দেখিল	পারে (৩)
জীবন	দেশ	পিতা
টাকা	দেহ	পুত্র
ঠিক	দ্বারা	পূর্ণ

পূর্ব্বে (১)	মানুষ	লিখিতে
পৃথিবী	মাস	লোক
প্রকার	মুখ	বড় (১)
প্রতি	মৃত্যু	বৎসর
প্রথম	যখন	বন
প্রভৃতি	যত	বলিয়া (২)
প্রবেশ	যদি	বলিল
প্রস্তুত	যাইতে	বসিল
প্রাণ	যাহা	বহু
প্রায়	যুদ্ধ	বা
ফল (২)	যে (১)	বাড়ী
ফিরিয়া	যে (২)	বায়ু
ফেলিয়া	যেন	বার (৩)
ভয়	যেমন	বাহির
ভাল	রকম	বিশেষ
ভাবিল	রক্ষা	বিষয়
ভাবে (৩)	রহিল	বুঝিতে
ভিতর	রাখিল	বেশ (৪)
মত (৪)	রাজা	বোধ
মধ্যে	রাজ্য	ব্যক্তি
মন	রাত্রি	ব্যবস্থা
মহাশয়	রূপ (৩)	শক্তি
মা	লইল	শরীর
মাত্র	লাগিল	শিক্ষা
মাথা	লাভ	

(১) অগ্রে	(১) অব্যয়পদ	(১) বৃহৎ
(২) পরিণাম	(২) সর্ব্বনামপদ	(২) হেতুঅর্থে
(৩) প্রকারে	(৩) সৌন্দর্য্য	(৩) পর্য্যায় অর্থে
(৪) অনুরূপ		(৪) উত্তম

শুনিয়া	সব	স্ত্রী
শেষ	সহিত	স্থান (১)
সকল	সু	হইতে
সঙ্গে	সুখ	হইল
সত্য	সুন্দর	হস্ত
সময়	সে	হাত
সমস্ত	সেই	হৃদয়
সম্বন্ধে	সেখানে	

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GROUP II.

অংশ	আহার	খেলিতেছিল
অগ্নি	উচ্চ	গত
অঙ্গ	উড়িয়া	গতি
অত্যন্ত	উত্তর (১)	গমন
অধিকাংশ	উপযুক্ত	গা
অধিকার	উপর (২)	গাড়ী
অনুসারে	উভয়	গান
অন্ধকার	এক্ষণ	গ্রহণ
অন্যান্য	ঔষধ	গ্রাম
অপর	কতক	ঘটিল
অভাব	কর্ত্তব্য	চারি
অর্থ (১)	কাতর	চিত্ত
অর্থাৎ	কিনা	চিত্র
অল্প	কিরূপ	চিন্তা
অবশ্য	কেমন	চির
আকার	কোথাও	ছবি
আকাশ	ক্রমে	ছাত্র
আগে	ক্ষমতা	ছায়া
আঘাত	ক্ষুদ্র	ছুটিল
আদেশ	ক্ষেত্র (৩)	জগৎ
আবশ্যক	খাদ্য	জন্ম
আশ্চর্য্য	খুলিয়া	জন্যে

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(১) তাৎপর্য্য	(১) জবাব
	(২) প্রতি
	(৩) ফল

জয়	দোড়িতে	প্রকাশ
জাতীয়	দ্রব্য	প্রকৃত
জিনিস	ধন	প্রকৃতি
জীব	ধীর	প্রণালী
জোর	নড়িল	প্রত্যেক
জ্ঞান	নদী	প্রদান
জ্বলিয়া	নষ্ট	প্রধান
টানিয়া	নামিয়া	প্রভু
ঢালিল	নিম্ন	প্রমাণ
তৎ	নিয়ম	প্রয়োজন
তত	নীচে	প্রাচীন
তলে	নৌকা	প্রাপ্ত
তারপর	পড়িবে (১)	প্রেম
তাহাদিগকে	পদ (২)	ফুটিয়া
তুলিতে	পরিচয়	ফুল
তেমন	পারিয়া	ভাই
তোমরা	পরিশ্রম	ভাগ
তোমাকে	পশ্চিম	ভাঙ্গিয়া
তোমাদের	পাঁচ	ভার
ত্যাগ	পাখী	ভালবাসা
দর্শন	পাতা	ভাষা
দাদা	পান	ভিন্ন
দান	পাশে	ভুলিয়া
দীর্ঘ	পুরাতন	ভূমি
দৃষ্টি	পুরুষ	মঙ্গল
দেবতা	পূজা	মত (১)
দোষ	পেট	মনুষ্য

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(১) পাঠ করিবে   (১) অভিমত
(২) পা

মন্দির	লব্ধা	বেড়াইতে
ময়	বংশ	বেলা
মরিয়া	বড় (১)	বেশী
মহা	বন্ধু	ব্যবহার
মাঝে	বয়স	ব্যাপার
মাটি	বর্ণ (২)	শত
মাতা	বল	শব্দ
মাছ	বস্ত্র	শাসন
মারিল	বাঁচিয়া	শীঘ্র
মিথ্যা	বাঁধিল	শুধু
মূর্ত্তি	বাজিল	শূন্য
মূল	বাড়িতে	সংবাদ
মূল্য	বালক	সংসার
মেয়ে	বাবা	সন্তান
যথা	বাবু	সন্দেহ
যথেষ্ট	বাস	সভা
যাহার	বিচার	সমাজ
যাহারা	বিদ্যা	সমান
যেখানে	বিপদ	সমুদ্র
যেরূপ	বিবাহ	সমূহ
রং	বিশ্বাস	সম্পত্তি
রস	বীর	সম্পূর্ণ
রাশি	বুক	সম্মুখ
রূপ (১)	বুদ্ধি	সর্ব
রোগ	বৃক্ষ	সর্বদা
রৌদ্র	বৃদ্ধি	সহ
লক্ষ্য	বেগ	সহজ

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(১) প্রকার   (১) অত্যন্ত
(২) জাতি

সহ	সেইরূপ	স্বর্গ
সাধারণ	সেবা	স্বীকার
সামান্য	স্ত্রীলোক	হঠাৎ
সাহস	স্থল (১)	হয়ত
সাহায্য	স্থানে (২)	হাজার
সুতরাং	স্থির	হাসিল
সূর্য্য	স্নেহ	হীন

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(১) ভূমি

(২) পরিবর্ত্তে

GROUP III.

অতএব	আশ্রয়	কিঞ্চিৎ
অতিশয়	আসন	কু
অত্যাচার	আহা	কুকুর
অথচ	ঈশ্বর	কোন (ন্)
অথবা	উক্ত	কোলে
অনিষ্ট	উজ্জ্বল	কৌশল
অনুরোধ	উদ্দেশ্য	খুঁজিতে
অন্ততঃ	উন্নতি	গন্ধ
অন্তর (১)	উপকার	গভীর
অল্প	উপদেশ	গরম
অমনি	উল্লেখ	গরীব
অর্থ (২)	ঊর্দ্ধ	গরু
অর্দ্ধ	একা	গলিতে
অবধি	কঠিন	গল্প
অবলম্বন	কম	গাহিতে
অশ্রু	কয়	গুরু
অসম্ভব	কর (১)	গৌরব
অস্ত্র	কর্ণ	ঘটনা
আকর্ষণ	কর্তা	ঘুরিতে
আজ্ঞা	কল	ঘোড়া
আদর	কাগজ	চড়িল
আপনাকে	কাল (২)	চাঁদ
আলোচনা	কাহাকে	চাপিয়া
আবদ্ধ	কিংবা	চারিদিক

(১) হৃদয়   (১) উৎপাদক

(২) টাকাপয়সা   (২) রং

চিঠি	দুয়ার	পর (১)
চুরি	দুর্ব্বল	পরম
চোর	দৃশ্য	পরিত্যাগ
ছাড়া (১)	দেব	পরিবর্ত্তন
ছিঁড়িয়া	দেবী	পরীক্ষা
জন্তু	দেশীয়	পর্ব্বত
জননী	দ্রুত	পলাইল
জমি	দ্বার	পবিত্র
জাগিয়া	ধনী	পাঠ
জায়গা	ধারণ	পাত্র (২)
জাহাজ	ধারে	পাথর
জেলা	নগর	পারে (৩)
জ্যোতিঃ	নয়ন	পার্শ্ব
ঠাকুর	নানাবিধ	পাহাড়
ডাক	নামক	পীড়া
ডাল(২)	নারী	পুড়িয়।
তবু	নিঃশ্বাস	পুনঃ
তীর (৩)	নিতান্ত	পুনরায়
তুই	নিদ্রা	পুস্তক
তৃতীয়	নিন্দা	পৌছিল
তৈয়ার	নিমিত্ত	প্রকাণ্ড
তৈল	নিযুক্ত	প্রণাম
থামিল	নির্ভর	প্রদেশ
দক্ষিণ	নির্ম্মাণ	প্রশ্ন
দয়া	নীরব	প্রসিদ্ধ
দশ	নীল	প্রস্তাব
দিদি	পদার্থ	প্রার্থনা

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(১) ব্যতিরিকে   (১) অপর
(২) বৃক্ষাদির শাখা   (২) ভাজন
(৩) কূল   (৩) বিশেষ্যপদ

প্রিয়	রাস্তা	ব্রাহ্মণ
ভক্ত	লজ্জা	শস্য
ভক্তি	লুকাইল	শিকার
ভগবান	লোহ	শিক্ষক
ভয়ানক	বই	শিখিতে
ভীষণ	বছর	শিয়াল
ভুগিয়া	বেট	শিশু
ভোগ	বদ্ধ	শীত
ভ্রমণ	বন্ধন	শীতল
মত (১)	বরং	শুকাইল
মধুর	বর্ত্তমান	শুষ্ক
মন্দ	বাকী	শোভা
মহারাজ	বাগান	শ্রেণী
মাখিল	বাজার	শ্রেষ্ঠ
মিলিয়া	বাতাস	স (১)
মুগ্ধ	বাধা	সংখ্যা
মূহূর্ত্ত	বাধ্য	সন্ধ্যা
মৃত	বাসা	সহর
মেঘ	বিক্রয়	সহস্র
যত্ন	বিখ্যাত	সাক্ষাৎ
যন্ত্রণা	বিনা	সাজিয়া
যাত্রা	বিস্তৃত	সাধন
যিনি	বিস্মিত	সাধ্য
যুবক	বুনিতে (১)	সীমা
রক্ত	বৃদ্ধ	সুবিধা
রমণী	বৃষ্টি	সৃষ্টি
রাগ (২)	বোন্	সৈন্য
রাজত্ব	ব্যস্ত	স্থায়ী

(১) অনুসারে	(১) বপন অর্থে	(১) সহিত
(২) ক্রোধ		

স্নান	স্বর	হাঁ (১)
স্পর্শ	স্বামী	হাসি
স্ব	স্বার্থ	হিসাব

(১) স্বীকারোক্তি

GROUP IV

অগ্র	উৎপত্তি	ক্রমশঃ
অগ্রসর	উৎসাহ	ক্রিয়া
অতীত	উদ্ধার	ক্রোধ
অদ্ভুত	উপযোগী	ক্ষতি
অনন্ত	ঋষি	ক্ষমা
অনুভব	একত্র	ক্ষয়
অপমান	একান্ত	ক্ষুধা
অর্দ্ধেক	কণ্ঠ	খণ্ড
আক্রমণ	কপাল	খবর
আগুন	কমিল	খাবার
আত্মা	কল্পনা।	গড়িয়া
আত্মীয়	কবি	গর্ত
আদর্শ	কাঁপিতে	গলা
আপনাকে	কাজেই	গৃহস্থ
আয়োজন	কান	গোল (১)
আরোহণ	কাহিনী	ঘণ্টা
আবৃত	কিনিল	ঘন
আশঙ্কা	কিরণ	ঘিরিয়া
আশীর্ব্বাদ	কিসের	ঘুম
ইতিহাস	কীর্ত্তি	ঘুমাইল
ইত্যাদি	কুমার	ঘৃণা
উত্তম	কুল (১)	চন্দ্র
উত্তর (১)	কৃষক	চরিত্র
উৎকৃষ্ট	কোমল	চর্ম্ম

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(১) দিক্	(১) বংশ	(১) গোলাকার

চা	দিবা	পরিপূর্ণ
চাউল	দুঃখিত	পরিস্কার
চাকর	দুগ্ধ	পলায়ন
চাষ	দুর্গন্ধ	পশু
চিকিৎসা	দুষ্ট	পশ্চাৎ
চিনিতে	দৃঢ়	পাছে
চিহ্ন	দোকান	পাঠক
চীৎকার	দ্বিতীয়	পাপ
চুল	ধাতু	পালন
চেয়ে	ধান	পিছন
ছড়াইয়া	ধূলি	পীড়িত
ছুট	ধ্বংশ	পুণ্য
ঝড়	নর	পুরস্কার
ঝুলিতেছিল	নবাব	পূর্ব্ব (১)
টুকরা	নাকি	পূর্ব্বক
ঢাকিয়া	নাচিতে	পৃষ্ঠ
ঢুকিল	নিত্য	প্রকাশিত
ঢেউ	নিমন্ত্রণ	প্রচার
তৎক্ষণাৎ	নির্জ্জন	প্রচুর
তথাপি	নির্ম্মিত	প্রজা
তথায়	নিশ্চয়	প্রদীপ
তাড়াতাড়ি	নিষ্ঠুর	প্রভাত
তাপ	পণ্ডিত	প্রভাব
তুলনা	পতিত	প্রশংসা
তোর	পত্নী	প্রাণী
দমন	পয়সা	ফাটিয়া
দরিদ্র	পরস্পর	ফোঁটা
দাঁত	পরামর্শ	ভদ্র
দিবস	পরিণত	ভরিয়া

(১) দিক

ভবিষ্যৎ	বহন	শক্ত
ভাগ্য	বহিতে	শয়ন
ভাণ্ডার	বাক্য	শাস্তি
ভাত	বাঘ	শাস্ত্র
ভাসিতে	বাটী	শুইল
ভিক্ষা	বাপ	শুভ
ভোজন	বালিকা	শ্রী
ভ্রাতা	বাসী	সংগ্রহ
মধ্যাহ্ন	বাস্তবিক	সকাল
মন্ত্র	বিড়াল	সঞ্চয়
মন্ত্রী	বিদায়	সৎ
মাংস	বিরুদ্ধে	সত্বর
মাছ	বিলম্ব	সন্ন্যাসী
মাঠ	বিবেচনা	সমুদয়
মানব	বিশাল	সম্ভব
মারা (১)	বিশিষ্ট	সম্ভাবনা
যন্ত্র	বিশুদ্ধ	সম্মান
যাহাদের	বিশ্রাম	সম্রাট
যাহাহউক	বিসর্জ্জন	সরাইয়া
রচিত	বিস্তার	সর্ব্বত্র
রব	বিস্ময়	সর্ব্বনাশ
রাণী	বীজ	সবল
রেখা	বেশ (১)	সহায়
লক্ষণ	বৌ	সাত
লাল	ব্যতীত	সাদা
লোভ	ব্যয়	সাধু
বর্ষা	ব্যর্থ	সিংহ
বস্ত্র	ব্যাকুল	সিদ্ধ

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(১) মারা যাওয়া   (১) পোষাক

সুথী	স্কুল	স্বভাব
সুযোগ	স্থান (১)	স্বয়ং
সুহৃ	স্থাপন	স্বরূপ
সূক্ষ্ম	স্পষ্ট	স্বর্ণ
সোজা	স্রোত	স্বাধীনতা
সোনা	স্বদেশী	হায়
সৌন্দর্য্য	স্বপ্ন	হেতু

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(১) ভাজন

THE C LIST

Children's Reading Vocabulary
in Bengali.

অতি	আধ	উত্তর (১)
অতিথি	আনন্দ	উপর (২)
অত্যন্ত	আনিবে	উপর (৩)
অদ্ভুত	আপনাকে	উপস্থিত
অধিক	আপনার	উপায়
অনেক	আপনি	উহা
অন্ধকার	আমরা	এই
অন্য	আমাকে	এইরূপ
অভাব	আমাদের	এক
অমনি	আমার	একখানা
অর্থাৎ	আমি	একটু
অর্দ্ধেক	আর	একা
অল্প	আরম্ভ	একেবারে
অবশ্য	আলো	এক্ষণ
অবস্থা	আবার	এখন
অস্ত্র	আশ্চর্য্য	এখানে
অস্থির	আসিয়া	এত
আগুন	আস্তে	এতটুকু
আগে	ইঁদুর	এমন
আঙুল	ইচ্ছা	এবং
আচ্ছা	ইহা	ঐ
আছে	ঈশ্বর	ও (৪)
আজ	উচিত	কখন
আটকাইল	উচু	কত
আদর	উঠিল	কথা
আদেশ	উড়িয়া	কন্যা

(১) জবাব
(২) ঊর্দ্ধ
(৩) প্রতি
(৪) এবং

কয়েক	কিরূপ	গল্প
করে	কুকুর	গা
কর্ম্ম	কে	গাছ
কলা	কেন	গাড়ী
কণ্ঠ	কেমন	গাধা
কহিল	কেবল	গান
কাঁটা	কেহ	গলিতে
কাঁদিতেছিল	কোথাও	গুণ
কাঁপিতে	কোথায়	গুলি
কাক	কোন (ন্)	গেল
কাছে	কোন	গ্রাম
কাজ	ক্রমে	ঘটিল
কাটিতেছিল	ক্ষণ	ঘর
কাঠ	ক্ষুধা	ঘুমাইল
কান	খবর	ঘুরিতে
কাপড়	খাইয়া	ঘোড়া
কামড়াইতে	খুঁজিতে	চক্ষু
কারণ	খুলিয়া	চড়িল
কাল (১)	খুব	চমকিয়া
কাল (২)	খুসী	চলিতে
কাহাকে	খেলা	চাপাইল
কাহার	খেলিতেছিল	চামড়
কি	গণ	চারি
কিছু	গরম	চারিদ্দিক
কিনা	গরীব	চালাকী
কিনিল	গর্ত্ত	চাষা
কিন্তু	গলা	চাহিয়া (১)

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(১) দেখিয়া

চাহিল (১)	জায়গা	তাহাকে
চিন্তা	জাহাজ	তাহাদিগকে
চীৎকার	জিজ্ঞাসা	তাহাদের
চুপ	জিনিস	তাহার
চুরি	জীবন	তাহারা
চেয়ে	জোর	তিন
চেষ্টা	জ্বলিয়া	তিনি
চোখ	ঝগড়া	তুমি
চোর	টাকা	তুলিতে
ছাগল	টানিয়া	তেমন
ছাড়া (২)	টুকরা	তোমরা
ছাড়িয়া	ঠাকুর	তোমাকে
ছানা (৩)	ঠিক	তোমাদের
ছিঁড়িয়া	ডাকিয়া	তোমার
ছিদ্র	ডিম	থাকে
ছিল	ডুবিয়া	দল
ছুটিল	ঢাকিয়া	দশ
ছেলে	ঢুকিল	দস্যু
ছোট	তখন	দাঁত
জন	তত	দাঁড়াইল
জন্তু	তরোয়াল	দাদা
জন্ম	তবে	দানব
জন্মে (৪)	তাই	দিক
জন্তু	তাড়াইয়া	দিদি
জল	তাড়াতাড়ি	দিন
জাগিয়া	তারপর	দিয়া (১)
জানিতে	তাহা	দিল

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(১) যাচিল   (১) দ্বারা
(২) ব্যতিরেকে
(৩) শাবক
(৪) ক্রিয়াপদ

দুঃখ	নাচিতে	পাঠাইতে
দুই	নানা	পাতা
দুধ	নাম	পাথর
দুয়ার	নামিতে	পারে (১)
দুষ্ট	নিকট	পারে (২)
দূর	নিজ	পার্শ্বে
দেখিল	নিমন্ত্রণ	পাশে
দেবতা	নীচ	পাহাড়
দেশ	নূতন	পিছন
দোকান	নৌকা	পিঠ
দৌড়িতে	নেওয়া	পিতা
দ্বারা	পঙ্কে	পুড়িয়া
ধন	পড়িয়া (১)	পুত্র
ধরিল	পড়িবে (২)	পূজা
ধান	পথ	পূর্ণ
ধারে	পরে	পূর্ব্ব (৩)
নড়িল	পরিয়া	পূর্ব্বে (৪)
নদী	পরীক্ষা	পৃথিবী
নয়	পলাইল	পেট
নষ্ট	পর্য্যন্ত	পৌঁছিল
নহে	পাঁচ	প্রকাণ্ড
না	পা	প্রকার
নাই	পাইল	প্রণাম
নাক	পাখী	প্রথম
নাকি	পাছে	প্রভৃতি

(১) পতিত হইয়া	(১) ক্রিয়াপদ
(২) পাঠ করিবে	(২) বিশেষ্যপদ
	(৩) দিক
	(৪) অগ্রে

প্রস্তুত	মরিয়া	যে (১)
প্রাণ	মস্ত	যে (২)
প্রাণপণে	মহারাজ	যেই
প্রায়	মহাশয়	যেখানে
ফল (১)	মা	যেন
ফল (২)	মাংস	যেমন
ফিরিয়া	মাছ	যেমনি
ফুল	মাঝে	রং
ফেলিয়া	মাটি	রকম
ভরিল	মাত্র	রঙ্গা
ভয়	মাথা	রহিল
ভয়ানক	মানুষ	রাক্ষস
ভাই	মারা (১)	রাখিল
ভাঙ্গিয়া	মারিল	রাজপুত্র
ভারী	মুখ	রাজা
ভাল	মেয়ে	রাজী
ভালবাসিত	মোটা	রাজ্য
ভালুক	যখন	রাণী
ভাবে (৩)	যত	রাত্রি
ভাবিল	যত্ন	রাস্তা
ভিতর	যদি	রূপ
মড়া	যাইতে	রোজ
মত (৪)	যাহা	লইল
মধ্যে	যাহাহউক	লক্ষ
মন	যুদ্ধ	লম্বা

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(১) পরিণাম	(১) মারা যাওয়া	(২) অব্যয় পদ
(২) বৃক্ষাদির ফল		(৩) সর্বনাম পদ
(৩) প্রকারে		
(৪) অনুরূপ		

লাগিল	বাকী	বেচারা
লাঠি	বাগানে	বেচিল
লাফ	বাঘ	বেড়াইতে
লাল	বাছা	বেশ (১)
লিখিতে	বাজার	বেশী
লুকাইল	বাজিল	বৌ
লেখা	বাণ	বোন্
লেজ	বাড়িতে	বোকা
লোক	বাড়ী	বোধ
লোভ	বাতাস	ব্যাপার
বই	বানর	ব্রাহ্মণ
বড় (১)	বাবা	শক্ত
বড় (২)	বার (১)	শত
বৎসর	বাহির	শরীর
বন	বাস	শব্দ
বন্ধ	বিচার	শিকার
বন্ধু	বিড়াল	শিখিতে
বলিয়া (৩)	বিদ্যা	শিয়াল
বলিল	বিপদ	শাদা
বসিল	বিবাহ	শাস্তি
বহিতে	বিশ্বাস	শুইল
বহু	বুঝিতে	শুনিয়া
বাঁচিয়া	বুড়া	শেষ
বাঁধিল	বুদ্ধি	সকল
বা	বৃষ্টি	সকাল

সঙ্গে	সাত	স্বর্গ
সত্য	সাপ	হইতে
সদাগর	সারিতে	হইল
সন্তুষ্ট	সাহস	হঠাৎ
সভা	সু	হয়ত
সময়	সুখ	হরিণ
সমস্ত	সুন্দর	হাজার
সমুদ্র	সে	হাঁ (১)
সন্মুখ	সেই	হাঁ (২)
সর্ব্বদা	সেইরূপ	হাঁটিতে
সব	সেখানে	হাত
সহজ	সৈন্য	হাতী
সহর	স্ত্রী	হাসিল
সহিত	স্থান (১)	হুকুম
সাজিয়া	স্নান	

(১) জায়গা   (১) মুখব্যাদন

(২) স্বীকারোক্তি

সমাপ্ত।